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ABSTRACT

This report focuses on the Bilingual Reinforcement and Enrichment Learning Program Component and the Parent Involvement Component of the Chicago, Illinois public schools' bilingual education program of 1979. A description of the project provides information on student and staff characteristics, program structure, and the instructional needs of participating pupils. Statistics from several indicators of student achievement are shown to demonstrate the program's educational impact. These indicators include: (1) oral language proficiency ratings; (2) instructional needs category ratings; (3) Chicago Continuous Progress/Mastery Learning Levels; and (4) grade scores of the Iowa Tests of Basic Skills in reading and mathematics. In addition, data from a bilingual staff survey are presented. An overall evaluation of the program comparing program goals with program results concludes the report. Appended to the report are three documents: (1) the evaluation of Chicago's Bilingual Education Program; (2) a Title VII evaluation of the Bilingual Reinforcement and Enrichment Learning Program's inservice teacher education efforts; and (3) the preliminary report of the Title VII Reinforcement and Enrichment Program summary of the April, 1979 evaluation survey. (APM)

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Title VII Bilingual Evaluation Report

Bilingual Reinforcement and Enrichment Learning Program

Fiscal 1979

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INTRODUCTION

The federal government defines a program of bilingual education as a program of instruction in elementary or secondary schools designed for children of limited English proficiency.[1] Such a program includes instruction given in, and the study of, English. The native language of the children of limited English proficiency is used to the extent that is necessary to permit these children to achieve competence in the English language and to progress effectively through the educational system.

The Bilingual Education Act provides funds for the development of bilingual programs. These funds are to be used to supplement, and not supplant, state and local funds that would have been expended in the absence of federal funds for special programs for children of limited English proficiency. In fiscal year 1979 the city of Chicago received 7.4 million dollars under the ESEA Title VII Bilingual Education Act to implement a demonstration bilingual program.

The following report will focus on two components of the fiscal year 1979 Bilingual Education Program funded by the federal government, the Bilingual Reinforcement and Enrichment Learning Program Component and the Parent Involvement Component. A report concerning the staff development component is found in the Appendix, "Evaluation of the ESEA Title VII Bilingual Reinforcement and Enrichment Learning Program: Inservice Program Fiscal 1979."

The general purpose of this evaluation report is to:

I. Describe the programs implemented by participating schools for these components.

[1]Federal Register, Department of Health Education and Welfare, Office of Education, March 1979, Vol. 44, No. 62, pg. 18906.

II. Examine the effectiveness of the various programs relying upon the specific objectives delineated in the fiscal year 1979 ESEA Title VII Bilingual Education Program Proposal.

Because the Title VII program was supplementary to the basic bilingual program funded with state and local monies, "Chicago's Bilingual Education Program: Evaluation Report Fiscal Year 1979" is attached to this report (see Appendix). This document provides comprehensive information about the entire bilingual student population and the basic bilingual programs.

Summary of Findings

- A total of 4,194 limited English proficiency students (18 percent of the total bilingual enrollment) in the elementary level received services under the Title VII Bilingual Reinforcement and Enrichment Learning Program.

- A large proportion (58 percent) of the students receiving Title VII services were in the primary level. A smaller enrollment (29 percent) ocurred in the intermediate level and in the upper level (13 percent).

- The majority of the students (97 percent) served by the Title VII program were from Hispanic backgrounds. Three percent of the students were identified as being from Assyrian background.

- Most of the Title VII participants were students with the lowest English language proficiency: 68 percent of all participants had little or only partial fluency in English; 24 percent had barely adequate English fluency and 8 percent had adequate English fluency.

- Sixty-seven percent of the Title VII students received 50 percent or more of their instruction in English. Thirty-three percent of the students received less than 50 percent of instruction in English.

- Over 41 percent of the students received half English and half home language instruction in mathematics, with 16.2 percent of students receiving almost all home language instruction and only 8.1 percent of students receiving almost all English instruction.

- Ratings of students' English oral proficiency collected in a five month period (January-May 1979) indicate improvement in performance. More students were at a higher level of English oral proficiency and fewer students were perceived as needing home language instruction in May as compared to January.

- Data collected on the Continuous Progress/Mastery Learning Levels of the Title VII students indicate four months gains in reading and in math between January and May 1979.

- ITBS English reading and math mean scores results indicate that students' performances in reading and math were consistent with their recommended English instructional needs category classification and increased with age.

DESCRIPTION OF PROGRAMS

Overview

The Bilingual Reinforcement and Enrichment Learning Program was designed to augment basic classroom instruction and to reinforce the language arts and mathematics skills of specified students. Program participants were selected from the basic bilingual education programs funded by the Chicago Board of Education and the State of Illinois.

In January 1979 this program was implemented in thirty-five Chicago public elementary schools and five parochial elementary schools located in nineteen of the twenty-seven districts in the city. Approximately 4194 students in grades 1 through 8, principally of Hispanic background, participated in this component of the program. Of this number, 2176 were instructed by teachers who had been involved in Title VII staff development programs or university courses in bilingual education paid for by ESEA Title VII funds.

The objectives for the Bilingual Reinforcement and Enrichment Program were the following:

I. Participants will demonstrate skills in English reading/language arts in accordance with age-cycle expectancy.

II. Participants will demonstrate skills in mathematics in accordance with age-cycle expectancy.

III. Participants will demonstrate skills in native language arts in accordance with age-cycle expectancy.

IV. Participants will demonstrate more positive growth in self-esteem than students of similiar age who are in basic bilingual programs and do not participate in this program as measured by a self-esteem inventory.

The Parental Involvement Component was to encourage supportive relationships between the school and the parents of students participating in the Bilingual Reinforcement and Enrichment Program. The intention was to enlist the cooperation of the parents in achieving the academic objectives of bilingual education and to enhance parental attitudes toward bilingual education and school in general. Dissemination of pertinent information and parent education were central aspects of this component. Thus, parent advisory committee meetings were held monthly for parent representatives of participating Title VII schools and a selected group of these representatives attended bilingual conferences in Washington D. C. and California.

The specific objectives of this component are listed below:

I. Parents of project participants will become more involved in the academic program of their children as determined by parental attendance at school functions and Title VII activities.

II. Parents of project participants will be more aware of school policies, ESEA Title VII program goals, and on-going academic activities than parents of non-program participants.

III. Parents of project participants will become aware of the Chicago curriculum and student profiles.

IV. Project participants will demonstrate a more positive attitude toward the school than other similiar age students in bilingual programs, as measured by an appropriate instrument.

All personnel directly involved in the above Title VII components were encouraged to attend an eight-day preservice conference. This conference was to facilitate the staff's ability to meet the needs of their pupils and fulfill their responsibilities more efficiently. As stated earlier, a discussion of this preservice program is presented in the report, "Evaluation of the ESEA Title VII Bilingual Reinforcement and Enrichment Learning Program Inservice Program Fiscal 1979." (See Appendix.)

Staff Description

To implement the Title VII programs described, bilingual instructional teams were created; each consisted of one bilingual resource specialist, one bilingual school-community representative and four bilingual teacher aides. Twenty of the participating schools received a full team as described above. The remaining schools were paired and shared a team. They shared the services of one bilingual resource specialist and one school-community representative and each received two of the teacher aides. Thus, staff directly involved in the programs included approximately 25 bilingual resource specialists, 25 bilingual school-community representatives, and 96 bilingual teacher aides.

The bilingual resource specialists worked in consultation with the board or state-funded bilingual classroom teacher or coordinator. They were responsible for the development of reinforcement and individualized instructional activities. They identified the specific needs of program participants and the appropriate learning experiences for these students. The bilingual teacher aides provided individual or small-group reinforcement and enrichment activities to students in the areas of English as a second language, reading skills and mathematics. They also prepared and distributed instructional materials and assisted with record keeping. All work done by teacher aides was supervised closely by either the bilingual resource specialist or bilingual classroom teacher. Each teacher aide served two classrooms, one in the morning session and one in the afternoon session. The school-community representatives served as liaisons between the school and home. Their responsibilities included disseminating information to parents, visiting the home of participating students, making referrals of families to appropriate agencies when deemed necessary, and assisting parents in conducting meetings and workshops.

Pupil Description

Student participants were to be selected from the basic bilingual programs who met one or more of the following criteria (see page 9 for definition of categories described below):

1. Pupils in language categories A, B and C as identified through the use of the Functional Language Assessment Tests and various achievement data.
2. Category A, B and C pupils in bilingual classrooms who require reinforcement activities in skill development in mathematics and in native language instruction.
3. Category B and C pupils needing reinforcement activities in English language arts so that they can be transitioned to an English only-taught classroom.
4. Category NP pupils proficient in English, but needing reinforcement and enrichment activities in English reading, mathematics and/or cultural heritage.

In fiscal year 1979, 22,900 pupils were enrolled in basic preschool or elementary bilingual education programs. Eighteen percent of the total enrollment in basic bilingual programs, 4194 students, received services under the two components of Title VII discussed in this report.

Demographic Information and Time in Bilingual Program

As presented in Table 1, a large proportion of the students receiving Title VII services were in the primary grades; 58 percent were from age 6 to 8 inclusive. These results suggest that enrollment declined as pupils grew older. However, the drop of over-14 age children was probably a function of their entering high school programs. The age distribution of Title VII pupils and other basic bilingual program non-Title VII pupils appear quite similiar;

however, Title VII programs did not serve preschool or kindergarten children while the basic bilingual programs did. (In the remainder of this report, basic bilingual program non-Title VII pupils will be referred to as non-Title VII pupils.)

TABLE 1

Age Distribution of Bilingual Students (in Percent of Students)

Age	Title VII	Non-Title VII
under 6	0	21.7
6	22.2	16.2
7	21.7	13.0
8	14.1	10.4
9	11.8	8.3
10	9.6	7.4
11	7.6	6.8
12	5.6	6.3
13	4.4	5.8
14	2.4	3.2
over 14	.6	.9
	100.0	100.0
	N=4037	N=13,619

All but 120 of the participating students were of Hispanic background. The 120 were of Assyrian background. Forty percent of the pupils were born in the United States. Approximately forty-three percent were born in Mexico, thirteen percent in Puerto Rico and two percent in other Latin American countries. The birthplaces of the remaining students were not identified. A total of 51.3 percent, or 2132, Title VII pupils were boys and 48.7 percent, or 2026, of the students were girls.

Table 2 indicates that nearly sixty percent of the pupils receiving VII services were in bilingual programs for more than one year. In contrast, the non-Title VII student enrollment included about fifty percent new students.

TABLE 2

Time in Bilingual Programs for Bilingual Students (in Percent of Students)

Number of Years	Title VII	Non-Title VII
1	39.2	48.2
2	37.2	33.4
3	18.3	14.6
4	4.3	2.8
5	1.0	1.0
	100.0	100.0
	N=4068	N=16,689

Language Proficiency and Instructional Needs Ratings

In January 1979 teachers were asked to rate pupils' English oral proficiency on a scale of five levels:

Level I -- The student understands very little and produces only isolated words or phrases in English

Level II -- The student understands and can communicate in English, but with great difficulty.

Level III -- The student comprehends most of what is said to him/her and communicates fairly well although his/her fluency is not comparable to that of Level IV students.

Level IV -- The student comprehends and communicates adequately, but his/her fluency is not comparable to that of native English-speaking peers.

Level V -- The student's English oral proficiency is equivalent to that of native English speaking peers.

Table 3 presents the distribution of pupils' English oral proficiency levels. Sixty-eight percent of the Title VII students fell into the first two categories, Levels I and II, while eight percent were classified in the last two categories, Levels IV and V. In comparison, sixty-four percent of the non-Title VII students fell into the first two categories and eleven percent in the last two categories.

TABLE 3

January English Oral Language Proficiency Ratings of Bilingual Students
(in Percent of Students)

Rating	Title VII	Non-Title VII
I	33	35
II	35	30
III	24	24
IV	7	9
V	1	2
	100	100
	N=3461	N=16,006

The teachers were also asked to rate students' instructional needs categories using the classification scheme below:

Category A -- Speaks and understands little or no English and needs all content area instruction in home langauge.

Category B -- Speaks and understands some English but needs some instruction in the home language.

Category C -- Speaks and understands English well enough to participate in a classroom in which English is used most of the time.

Category NP -- No bilingual program is needed, acquired English oral proficiency.

In line with the English oral proficiency ratings, nearly ninety-seven percent of the Title VII pupils were rated in need of bilingual instructional services (see Table 4). Three percent of the Title VII pupils had acquired English oral proficiency. Ninety-six percent of the non-Title VII pupils were rated in need of bilingual services and four percent as having acquired English oral proficiency.

TABLE 4

January Instructional Needs Categories of Bilingual Students
(in Percent of Students)

Category	Title VII	Non-Title VII
A	38.6	42.6
B	40.3	34.0
C	18.4	19.0
NP	2.7	4.4
	100.0	100.0
	N=3450	N=14,958

Based on the aforementioned teacher rating figures, the Title VII program served an appropriate sample of the intended target population. It appeared that the Title VII students and non-Title VII students were similiar in their English oral proficiency and instructional needs.

Continuous Progress Mastery Learning Levels

The Chicago Continuous Progress/Mastery Learning Levels (CP/ML) refer to the Chicago division of reading and mathematics instruction into thirteen levels, A through N for reading and A through V for math. Each level is subdivided into a number of objectives. For the first eight levels, to meet scheduled expectancies, a child is to complete two levels a year; the remaining levels are to be completed one per year:

TABLE 5

Continuous Progress Mastery Learning Levels in Terms of Grade Equivalent and Numerical Value Scale

CP/ML	Grade Equivalents	Numerical Value
A - B	Kindergarten	0 - .9
C - D	First	1.0 - 1.9
E - F	Second	2.0 - 2.9
G - H	Third	3.0 - 3.9
J	Fourth	4.0 - 4.9
K	Fifth	5.0 - 5.9
L	Sixth	6.0 - 6.9
M, U	Seventh	7.0 - 7.9
N, V	Eight	8.0 - 8.9

The January CP/ML in reading and mathematics for the Title VII students are given in Tables 6 and 7; they are given by instructional needs rating and age. The students' CP/ML were consistent with their instructional needs ratings and increased with age. Their math achievement was higher than their reading achievement. Two speculative explanations for this difference are that math learning on the one hand was more independent of language facility and/or on the other hand was more a function of schooling than was reading learning.

TABLE 6

January CP/ML in Reading by January Instructional Needs Category and Age for Title VII Students: Mean, Standard Deviation and Number of Students

	A			B			C			NP		
Age	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
6	.59	.21	320	.71	.33	211	.96	.39	83	.95	.16	10
7	.75	.38	254	1.07	.40	320	1.45	.60	110	2.12	.83	12
8	.85	.44	147	1.35	.67	209	1.85	.82	91	2.40	.96	5
9	.93	.55	117	1.48	.63	180	1.92	.87	71	2.70	1.23	10
10	.95	.54	102	1.79	.97	118	2.37	.99	79	2.35	.71	10
11	.94	.50	77	2.01	.97	89	3.00	1.33	55	3.00	1.12	7
12	1.00	.55	63	2.63	1.34	63	2.88	.91	42	2.80	1.60	5
13	1.07	.50	42	3.20	1.36	46	3.14	1.33	21	4.05	2.50	10

TABLE 7

January CP/ML in Math by January Instructional Needs Category and Age for Title VII Students: Mean, Standard Deviation and Number of Students

	A			B			C			NP		
Age	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
6	.86	.36	325	1.05	.50	215	1.17	.44	83	.95	.16	10
7	1.32	.59	255	1.62	.59	320	1.88	.57	110	2.25	.62	12
8	1.62	.74	146	2.03	.78	207	2.39	.80	90	3.40	1.08	5
9	2.32	1.27	115	2.45	.93	177	2.84	1.33	73	3.60	1.29	10
10	2.83	1.22	103	2.89	1.20	117	3.39	1.15	81	3.25	.95	10
11	2.95	1.39	75	3.73	1.44	86	3.97	1.32	55	3.86	.63	7
12	3.45	1.94	62	4.50	1.69	62	4.18	1.53	39	4.10	1.55	5
13	4.60	2.31	41	5.13	1.83	46	4.57	2.30	22	4.85	1.86	10

The January 1979 CP/ML in reading and mathematics for the Title VII students are compared to those of the non-Title VII students in Tables 8 and 9. The Title VII students' CP/ML are slightly below those of the non-Title VII students. This suggests that the Title VII students were somewhat more needy academically than their non-Title VII peers, particularly in reading.

TABLE 8

January CP/ML by January Instructional Needs Categories for Bilingual Students

	Reading Means		Math Means	
Category	Title VII	Non-Title VII	Title VII	Non-Title VII
A	.78	.79	1.82	1.55
B	1.43	1.47	2.29	2.21
C	1.99	2.15	2.72	2.77
NP	2.64	2.56	3.20	2.82
	N=3122	N=12,485	N=3117	N=12,737

TABLE 9

January CP/ML by January Instructional Needs Categories for Bilingual Students

	Reading Means		Math Means	
Age	Title VII	Non-Title VII	Title VII	Non-Title VII
6	.69	.74	.97	.96
7	1.03	1.15	1.56	1.63
8	1.30	1.49	1.97	2.14
9	1.42	1.73	2.52	2.71
10	1.68	2.10	3.05	3.47
11	1.92	2.38	3.57	4.01
12	2.10	2.82	4.03	4.82
13	2.51	2.76	4.82	5.07
	N=3122	N=12,485	N=3117	N=12,737

Language Use in Instruction

Table 10 provides the percentages of pupils receiving varying amounts of instruction in English. About seventy-two percent of the Title VII students were taught in English half or less of the instructional time. English was used more frequently with non-Title VII students than with Title VII students; fifty-eight percent of the non-Title VII students were taught in English half or less of the instructional time. Sixty-seven percent of the Title VII students and sixty-nine percent of the non-Title VII students were taught in English at least fifty percent of the time.

TABLE 10

Amount of English Instruction for Bilingual Students (in Percent of Students)

Percent of English Instruction	Title VII	Non-Title VII
20 or less	.5	1.9
30	8.2	10.0
40	24.3	19.6
50	38.6	26.0
60	9.3	6.7
70	10.4	17.8
80	7.1	11.6
90	1.0	3.3
100	.6	3.1
	100.0	100.0
	N=4049	N=12,033

Teachers were also asked to report on a five-point scale estimated figures of their English and home language use when teaching language arts, mathematics, social studies and science. The scale ranged from a value of one or almost all home language to a value of five or almost all English. Three, or the midpoint,

designated half English and half home language instruction. Social studies and science instruction required more frequent use of home language than did language arts and mathematics (see Table 11). Still, in all four subject areas the half English and half home language instruction strategy was preferred. Unfortunately, the data of language use in instruction were not analyzed taking into consideration pupil characteristics such as age, rated oral language proficiency or instructional needs.

TABLE 11

Use of Language in Instruction by Subject Area for Title VII Students
(in Percent of Students)

	Subject Area			
Scale Rating	Language Arts	Math	Social Studies	Science
1 - Almost all home language	9.6	16.2	24.0	23.7
2	19.7	20.8	24.3	23.2
3 - Half English and half home language	47.1	41.7	35.9	36.4
4	16.6	13.2	10.0	10.1
5 - Almost all English	7.0	8.1	5.8	6.6
	100.0	100.0	100.0	100.0
	N=2812	N=2804	N=2793	N=2780

EVALUATION

Overview

Program effectiveness can be defined as goal attainment. In turn, goal attainment can be conceived of as whether or not the specific objectives of the fiscal year 1979 Title VII Proposal were met. There were two sets of objectives, those pertaining to the pupils and those pertaining to the parents. For the students, both cognitive and affective outcomes were described. For parents, both attitudinal and participation goals were established. The following evaluation considers principally the student cognitive variables to assess program effectiveness. An additional set of measures of program effectiveness were obtained also. Personnel directly involved with the Title VII program were asked to evaluate the program, indicating its strengths and weaknesses.

Two shortcomings of the present evaluation must be mentioned. First, data were not collected directly and/or analyzed from the students or parents concerning native language arts and the affective and attitudinal and participation variables respectively. Only indirect measures of the affective, attitudinal and participation variables were available; in the staff evaluations of the program, mention is made of these three outcomes. Second, the analyses were done aggregating across participating schools. Therefore, in computing changes in cognitive performance, individual student records were not matched; the data collected at the beginning and at the end of the program concern somewhat different sets of students. Furthermore, conceivably the various school programs differed in effectiveness. Such differences could be due to differences in program attributes, for instance, qualifications of staff, instructional materials and procedures or overall school climate. These possibilities were not investigated. Finally, it must be emphasized that

the Title VII program was not implemented in the schools until January 1979. It takes some period of time for any program to begin functioning at its full capacity. Thus, this evaluation is of a newly developed, five-month program. The above factors prevent drawing any definitive conclusions about the effectiveness of the Title VII programs.

Pupil Achievement

In this evaluation, several indicators of pupil academic achievement were employed: oral language proficiency ratings, instructional needs category ratings, Chicago Continuous Progress/Mastery Learning Levels and grade scores of the Iowa Tests of Basic Skills (ITBS) in reading comprehension and mathematics. Title VII student achievement will be compared to that of non-Title VII student achievement, to place Title VII student achievement in some context. However, not much can be made of this comparison since the criteria used to select Title VII students from their non-Title VII counterparts were unknown; certainly the Title VII students were not a random sample of those students participating in basic bilingual programs. The lack of an appropriate comparison group makes it impossible to distinguish the impact of Title VII, a supplemental program, from that of the basic bilingual program.

Language Proficiency and Instructional Needs Ratings

Ratings of pupils' English oral proficiency and instructional needs at the beginning and end of the 1979 program were compared to detect changes in pupil performance. Based on data collected in January and May 1979 there appears to be a slight improvement in performance (see Tables 12 and 13). Slightly more pupils were at a higher level of English oral proficiency and fewer pupils were perceived as needing mostly home language instruction in May than in January. These slight rather than substantial indications of growth are not surprising given the duration of the program.

TABLE 12

Changes in English Oral Language Proficiency Ratings for Bilingual Students
(in Percent of Students)

	Title VII			Non-Title VII		
Rating	January	May	Change	January	May	Change
I	33	27	-6	35	23	-12
II	35	31	-4	30	31	+2
III	24	27	+3	24	27	+3
IV	7	12	+5	9	16	+1
V	1	3	+2	2	3	+1
	100	100		100	100	
	N=3461	N=4156		N=16,006	N=17,893	

TABLE 13

Changes in Instructional Needs Categories for Bilingual Students
(in Percent of Students)

	Title VII			Non-Title VII		
Category	January	May	Change	January	May	Change
A	38.6	31.9	-6.70	42.6	30.7	-11.90
B	40.3	38.5	-1.80	34.0	36.4	+2.4
C	18.4	24.1	+5.80	19.0	24.7	+5.7
NP	2.7	5.5	+2.80	4.4	8.2	+3.80
	100.0	100.0		100.0	100.0	
	N=3450	N=3450		N=14,958	N=14,958	

Continuous Progress Mastery Learning Levels

Based on the CP/ML of the Title VII students reported in January and May 1979, there was some improvement in reading and mathematics performance at every age and instructional needs level (see Tables 14 - 17). The amount of gain varied across the various ages and instructional needs levels; however, no meaningful pattern emerged. The May CP/ML of the Title VII students were slightly below those of the non-Title VII students in reading and mathematics and significantly below those of the citywide norms, particularly for the older children. Further, the Title VII students were less behind these two comparison groups in mathematics than they were in reading.

Thus, the Title VII students did not meet the assessed academic objectives outlined in the fiscal year 1979 Title VII Proposal; they did not achieve scheduled age expectancies in English language arts and mathematics. However, neither the non-Title VII students nor the citywide population met these expectancies. Given the Title VII students pre-program English language proficiency and academic achievement and the five month duration of the program, perhaps the objectives outlined were unrealistic.

TABLE 14

Changes in Mean CP/ML in Reading by Age for Bilingual Students

	Title VII			Non-Title VII		
Age	January	May	Change	January	May	Change
6	.69	.97	+.28	.74	1.02	+.28
7	1.03	1.47	+.44	1.15	1.54	+.39
8	1.30	1.86	+.56	1.49	1.90	+.41
9	1.42	1.82	+.40	1.73	2.12	+.39
10	1.68	2.16	+.48	2.10	2.50	+.40
11	2.92	2.31	+.63	2.38	2.87	+.49
12	2.10	2.50	+.40	2.82	3.29	+.47
13	2.51	3.07	+.56	2.76	3.08	+.32
	N=3122	N=3378		N=12,485	N=12,671	

TABLE 15

Changes in Mean CP/ML in Reading by January Instructional Needs Categories for Bilingual Students (in Percent of Students)

	Title VII			Non-Title VII		
Category	January	May	Change	January	May	Change
A	.78	1.09	+.31	.79	1.01	+.22
B	1.43	1.95	+.52	1.47	1.86	+.39
C	1.99	2.47	+.48	2.15	2.66	+.51
NP	2.64	2.96	+.32	2.56	2.95	+.39
	N=3122	N=3378		N=12,485	N=12,671	

TABLE 16

Changes in Mean CP/ML in Math by Age for Bilingual Students

	Title VII			Non-Title VII		
Age	January	May	Change	January	May	Change
6	.97	1.40	+.43	.96	1.40	+.44
7	1.56	1.99	+.43	1.63	2.05	+.42
8	1.97	2.44	+.47	2.14	2.55	+.41
9	2.52	2.81	+.29	2.17	3.09	+.38
10	3.05	3.42	+.37	3.47	3.81	+.34
11	3.57	3.90	+.33	4.01	4.36	+.35
12	4.03	4.50	+.47	4.82	5.12	+.30
13	4.82	5.39	+.57	5.07	5.43	+.36
	N=3117	N=3382		N=12,737	N=12,774	

TABLE 17

Changes in Mean CP/ML in Math by January Instructional Needs Categories (in Percent of Students)

	Title VII			Non-Title VII		
Category	January	May	Change	January	May	Change
A	1.82	2.27	+.45	1.55	1.90	+.35
B	2.29	2.74	+.45	2.21	2.61	+.40
C	2.72	3.11	+.39	2.77	3.23	+.46
NP	3.20	3.26	+.06	2.82	3.20	+.38
	N=3117	N=3382		N=12,737	N=12,774	

Iowa Tests of Basic Skills

Each year the Chicago public schools administer the ITBS in May to assess pupils' reading comprehension and mathematics performance. These tests were administered to a select sample of the Title VII students: those students who were judged to demonstrate sufficient language skills and for whom it was felt testing would prove beneficial. During fiscal year 1979 reading scores and math scores of 2567 and 2156 students respectively were obtained for Title VII participants. These results are presented in Tables 18 and 19 by instructional needs category and age. Mean scores of reading and math are compared to those of non-Title VII students in Tables 20 - 23. In general, the results indicate that students' performances in reading and math were consistent with their instructional needs categories and increased with age. This trend did not hold for the 13 and 14-year-old students; however, given the small sample size for these students these results should be interpreted with caution. Overall, the ITBS scores of the Title VII students fell below those of their non-Title VII peers and the entire city population, particularly their reading scores. These last results are congruent with those found concerning CP/ML. Thus, it appears that the Title VII program served the limited English proficiency student most in need of tutorial services.

TABLE 18

ITBS Grade Scores in Reading by May Instructional Needs Category and Age for Title VII Students: Mean, Standard Deviation and Number of Students

	A			B			C			NP		
Age	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
6	1.81	.88	14	1.61	.65	22	2.49	.70	29	1.40	.55	14
7	1.62	.45	45	1.72	.54	179	2.24	.78	194	3.01	.82	57
8	1.67	.57	62	2.08	.75	164	2.53	.73	134	3.24	1.44	33
9	1.89	.64	55	2.34	.67	151	2.51	.84	96	3.06	.85	26
10	2.06	.64	47	2.49	.71	107	2.76	.89	98	3.04	1.10	32
11	2.27	.49	35	2.69	.83	102	3.17	1.09	62	4.14	1.75	17
12	2.64	1.07	38	3.46	1.30	69	3.46	1.22	49	3.93	2.09	7
13	2.48	.73	32	3.90	2.00	55	4.24	1.54	30	4.85	1.94	15
14	2.41	82	15	5.15	3.14	29	4.03	1.38	18	6.00	3.12	5

TABLE 19

ITBS Grade Scores in Math by May Instructional Needs Category and Age for Title VII Students: Mean, Standard Deviation and Number of Students

	A			B			C			NP		
Age	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
6	1.53	.95	15	1.65	.38	23	2.28	.66	29	2.19	.51	14
7	1.56	.50	50	1.79	.69	180	2.11	.72	196	2.74	.84	57
8	1.86	.65	65	2.20	.80	167	2.49	.84	133	3.08	1.10	33
9	2.05	.74	56	2.41	.84	151	2.61	.86	96	3.04	.87	26
10	2.42	.76	47	2.87	.91	107	3.08	.91	97	3.32	1.03	32
11	2.91	.70	34	3.37	1.02	100	3.67	1.02	62	4.41	1.42	17
12	3.38	.95	39	4.07	1.26	68	3.84	1.16	51	4.69	1.69	7
13	3.51	.78	33	4.66	2.06	56	4.67	1.45	30	5.10	2.06	15
14	3.39	.96	16	5.35	2.55	29	4.27	1.21	18	5.06	2.39	5

TABLE 20

ITBS Mean Grade Scores in Reading by Age for Bilingual Students

	Title VII		Non-Title VII	
Age	Mean	N	Mean	N
6	1.93	79	1.95	440
7	2.08	475	2.14	1731
8	2.67	393	2.40	1511
9	2.37	328	2.61	1233
10	2.57	284	2.99	1123
11	2.87	216	3.25	975
12	3.29	163	3.65	822
13	3.74	132	3.57	397
14	4.30	67	3.20	71
		Total = 2137		Total = 8303

TABLE 21

ITBS Mean Grade Scores in Reading by May Instructional Needs Ratings for Bilingual Students

	Title VII		Non-Title VII	
Rating	Mean	N	Mean	N
A	2.04	343	2.13	880
B	2.49	878	2.51	3029
C	2.71	710	2.89	3202
NP	3.28	206	3.24	1192
		Total = 2137		Total = 8303

TABLE 22

ITBS Mean Grade Scores in Math by Age for Bilingual Students

	Title VII		Non-Title VII	
Age	Mean	N	Mean	N
6	1.94	80	1.71	448
7	2.01	483	2.01	1777
8	2.32	398	2.38	1516
9	2.46	329	2.74	1232
10	2.92	283	3.35	1120
11	3.43	213	3.73	966
12	3.86	165	4.30	818
13	4.43	135	4.32	397
14	4.58	68	4.29	70
		Total = 2154		Total = 8344

TABLE 23

ITBS Mean Grade Scores in Math by May Instructional Needs Ratings for Bilingual Students

	Title VII		Non-Title VII	
Rating	Mean	N	Mean	N
A	2.40	355	2.33	905
B	2.76	881	2.72	3045
C	2.81	712	3.05	3202
NP	3.33	206	3.37	1192
		Total = 2154		Total = 8344

Staff Survey

Title VII program staff at all participating schools were surveyed during April 1979. A total of 27 administrators, 23 resource specialists, 27 school-community represenatives, and 60 teacher aides responded to the questionnaires. They identified strengths and weaknesses of the Title VII program and recommended changes for program improvement. The responses given to specific questions asked can be found in the Appendix in the report entitled, "Title VII Reinforcement and Enrichment Program Summary of April 1979 Evaluation Survey: Preliminary Report."

The survey results indicate that the Title VII program was beneficial to participating classroom teachers, students and parents. The strengths of the program included the following:

- Both professional and paraprofessional Title VII staff, for the most part, were competent, efficient, enthusiastic about working with the Title VII students, and took pride in their students' achievements.
- The team approach of the Title VII resource specialist and teacher aides working in conjunction with board and state-funded classroom teachers appeared to be effective in identifying and meeting the needs of Title VII pupils.
- The classroom teachers' instruction was reinforced by Title VII staff.
- Title VII staff assisted classroom teachers in teaching and working more closely with particular pupils.
- The Title VII staff provided greater opportunity for small-group and individualized instruction, particularly for slow learners.
- Title VII funds provided additional instructional materials for pupils.

- The bilinguality of the Title VII staff had a positive impact on participating students.
- The efforts of Title VII staff facilitated pupils' learning in their native language, English and mathematics.
- The small group/tutorial learning experience helped students overcome their shyness in the use of oral English.
- The development of personal rapport between the students and the Title VII staff, especially teacher aides approval and acceptance of the students, enabled the students to develop more positive self-images.
- The efforts of school-community representatives in contacting parents and referring them to appropriate social service agencies apparently opened lines of communication between the school and home.
- Parental awareness and involvement in the education of their children was heightened. The parents visited schools frequently and were involved with local school Title VII Advisory Councils and committees.
- Newsletters developed by Title VII staff provided direct written communication about pertinent information to parents.
- The Title VII Citywide Parent Advisory Council provided instructional materials and various services, such as leadership training, to local school advisory councils.

Problems encountered in program implementation were related principally to program management and staffing:

- Failure to staff bilingual resource positions at the onset of the program.

- Program guidelines and implementation procedures were unclear.
- Instructional materials and equipment were sometimes inadequate.
- Instructional space for the program was often limited.
- Title VII staff support and communication were sometimes lacking.
- There was some confusion about the resource specialists' role, responsibilities and relationship with other non-Title VII school staff.
- There was some ambiguity about the teacher aides' role, responsibilities and scheduling.
- The sharing of resource specialists and school-community representatives interfered with the continuity of the instruction support activities of the resource specialist and the liaison efforts of the school-community representatives.
- The limitation of tutorial services to specific content areas needlessly curtailed the potential benefits of Title VII.
- Parental involvement was not as extensive as desired. Although attendance at Title VII Parent Advisory Council meetings averaged between 40-50 persons, usually less than half were voting delegates of the councils.

The fiscal year 1979 ESEA Title VII programs were implemented in January of that year because of the late approval of program funding. This delay led to difficulties in the scheduling and coordination of originally proposed activities. Therefore, many of the problems listed above can be attributed, in part to external constraints. Consequently, Title VII staff recommended more timely implementation of the program, better planning, scheduling and staff assignment in future Title VII programs.

CONCLUSION

The fiscal year 1979 ESEA Title VII programs served an appropriate sample of the intended target population; it seemed to serve the limited English proficiency student most in need of the kinds of services provided by Title VII. It is unclear how well these students were served and whether the program helped improve their cognitive and affective performances. Based on the data available, there seemed to be some improvement in the students' reading and math skills during the five-month period and parental attitudes toward and involvement with their children's academic programs were positive. Title VII staff, perceived the Title VII programs as providing intended services and as beneficial to participants.

The programs' late start and short duration certainly imposed many obstacles for demonstrating significant and positive changes in student achievement. The lack of documentation of service models and assessment of all of the goals of the Proposal further impeded determination of the programs' impact. Hopefully, future evaluations will correct for the limitations of the present one. Most importantly, more detailed documentation of the nature of various ESEA Title VII programs is needed to ascertain how specific program variables translate into student and parent outcomes.

APPENDIX

Chicago's Bilingual Education Program

Evaluation Report

Fiscal 1979

Department of Research, Evaluation and Long Range Planning

July 1980

BOARD OF EDUCATION CITY OF CHICAGO

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Introduction

In 1969 the Chicago Board of Education initiated six Spanish bilingual programs for students whose limited English proficiency prevented meaningful participation in the regular English curriculum.[1] Each year thereafter bilingual services were expanded to accommodate the ever increasing number of students of limited English proficiency from diverse language and cultural backgrounds. Since 1976 the overwhelming majority of limited English proficiency students enrolled in the Chicago public schools have received bilingual services.[2] During Fiscal 1979 bilingual instruction was provided in 16 languages in more than 200 programs ranging from prekindergarten through high school.

Bilingual program participants represented approximately 7 percent of the elementary enrollment in the Chicago public schools in Fiscal 1979. Despite substantial reductions in the total public school enrollment in Chicago during the last decade, Hispanic and other ethnic minorities have shown marked increases. Increases in the number of limited English proficiency students eligible for bilingual services point to the need for expanded services as well as the heightened importance these services assume in the task of educating a significant portion of the school age population in Chicago.

This report shows that FY1979 bilingual program participants demonstrated significant gains in English reading and mathematics, a pattern which has been documented over a period of years.[3] It also concludes that students are being moved into the regular English curriculum within a period of three years, a fact substantiated by the low incidence of fourth and fifth-year program enrollments during the last five years.[4] Large variations in achievement among pupils were found, suggesting that a variety of factors play an important role in the academic achievement of bilingual program participants. Variations in program implementation, a factor which has been cited in numerous evaluation studies of multi-site educational programs, may contribute significantly to the differences among students. The interaction of educational treatment and child input factors must be examined in order to understand achievement differences among limited English proficiency students, as Cummins writes:

> "The lack of concern for the developmental interrelationships between language and thought in the bilingual child is one of the

---

[1]Funding for these programs was provided by ESEA Title VII.

[2]Article 14C of the Illinois Revised Statutes, Chapter 122 mandated transitional bilingual education for limited English proficiency students effective July 1, 1976.

[3]Final Evaluation Report State-Funded Bilingual Education Program, Fiscal 1974. Department of Government Funded Programs, Board of Education, City of Chicago; Chicago's Bilingual Program Evaluation Report 1975-76. Department of Research and Evaluation, City of Chicago.

[4]Ibid.

major reasons why evaluations and research have provided so little data on the dynamics of the bilingual child's interaction with his education environment."[5]

A noteworthy finding of the report is the lack of significant differences in English achievement gains attributable to the amount of time limited English proficiency students spend in an English classroom. This points to the need for a more in-depth analysis of the relationship between instructional program types, child input factors, and achievement. It also underscores the necessity of broadening the measures of program effectiveness to include both native language and English achievement.

Long-term studies of bilingual instruction in other parts of the country suggest that bilingual instruction may have a cumulative effect with results that may not show up in short-term, one-year-at-a-time evaluations.[6] The transitional study initiated in 1978 partially recognized this need, but in the future, outcome measures must be linked to a thorough documentation of process variables.

Today, bilingual services for limited English proficiency students are generally a reality. The impetus for future evaluations must be to isolate and understand the strategies for producing better programs for students with varying needs.

[5]James Cummins. "Linguistic Interdependence and the Educational Development of Bilingual Children" Review of Educational Research, Spring 1979, Vol. 49, No. 2, p. 227.

[6]Alan Pifer. "Bilingual Education and the Hispanic Challenge" Annual Report Carnegie Corporation of New York, 1979, pg. 12.

Summary of Findings

- Eighty-seven percent of all students receiving bilingual services were at the elementary level, 13 percent at the secondary level. Of the elementary level students, 60 percent were in the primary cycle ages 4-8.

- Students most needing bilingual instruction were its primary recipients: 59 percent of all elementary level participants had little or only partial fluency in English; 25 percent had barely adequate levels of English fluency. It can be concluded from these data that the majority of students receiving bilingual services had only marginal fluency in English, a condition which would have prevented meaningful participation in the regular English curriculum.

- Students receiving bilingual services at the high school level tended to be "new arrivals" to the Chicago public schools as evidenced by the overwhelming number born outside the continental U.S., the low English proficiency levels, and the high concentration of students in the first and second years of bilingual instruction.

- There was a substantial influx of new students into bilingual and English as a Second Language programs. The number of participants reported increased 17 percent in the first five months of calendar year 1979. Seventy percent of the increase was in the first year enrollment.

- More than half of all students participating in bilingual programs were in their first year; 32 percent were in their second year; 14 percent were in their third year. Only 3.5 percent had been enrolled for four or five years. The sharp decline in the number of students receiving services subsequent to the third year indicates that students are moving into the regular English program.

- Sixty-six percent of the elementary level students receiving bilingual services progressed to a higher English instructional category during the 1978-79 academic year. The greatest gains were experienced by those students with the lowest English proficiency.

- Sixty percent of the Elementary level students receiving bilingual services received 50 percent or more of their instruction in English. The percent of English instruction was substantially higher for high school students.

- As a student's English fluency increased, so did the amount of instruction in English which he/she received.

- Students receiving bilingual services gained on the average 7.4 months in Reading Comprehension and 8 months in math as measured by the appropriate subtests of the ITBS.

AVERAGE ITBS GAINS (FY1979)

	READING GAINS (MONTHS)	MATH GAINS (MONTHS)
BILINGUAL	7.4	8.0
TITLE I	7.4	7.3
CITY-WIDE	8.1	8.3

- Bilingual program participants demonstrated gains of 7.5 months in Reading and 9.7 months in Mathematics as measured by the Continuous Progress/Mastery Learning (CP/ML) levels.

- The amount of gain in either Reading or Math (ITBS) appears to be only marginally related to instructional time in English. Less than two percent of the difference in reading gain of a sample of students could be accounted for by an increase in instructional time in English.

Definitions

- English proficiency levels

  I. Students whose English language proficiency is no more than marginal, i.e., the student understands very little and produces only isolated words or phrases in English.

  II. Student whose English language proficiency is no more than partial, i.e., the student understands a little more than a student classified as Level I and can communicate in English with great difficulty.

  III. Students whose English language proficiency is greater than students classified in Level II, i.e., the student comprehends most of what is said to him/her and communicates fairly well although his/her fluency is not comparable to that of Level IV students.

  IV. Students whose English language proficiency is adequate, i.e., greater than students classified in Level III. The students comprehend and communicate adequately but their fluency is not comparable to that of native English-speaking peers.

  V. Students whose English language proficiency is equivalent to that of their native English-speaking peers.

- Instructional Needs Categories*

  Category A: Speaks and understands little or no English and needs almost all instruction in her/his home language.

  Category B: Speaks and understands some English, but needs about half his/her instruction in the home langauge.

  Category C: Speaks and understands well enough to participate in a classroom in which English is used most of the time; receives almost all her/his instruction in English.

  Category NP: This pupil's language ability is equivalent to that of her/his native English peers and she/he can perform adequately in an all English classroom.

- Bilingual endorsement is granted to candidates who hold teacher certificates and who have passed both oral and written examinations in a language in addition to English.

*(See pg. 28 for definition of Category Exit Criteria)

Description of Bilingual Services

During Fiscal 1979 more than 25,500 students received bilingual services in Chicago. The 201 bilingual programs (those serving more than 20 students) were located in all but six of the 27 districts throughout the city with districts 6 and 19 having the largest concentration of bilingual programs. A total of 2350 students were identified as in need of bilingual services for which staff were unavailable. Approximately half of these students were in schools where there were less than 20 students of the same language group. The remaining half, all of which were Spanish speakers, did qualify for bilingual services on the basis of the number of limited English speakers per school. An examination of the instructional needs categories of those students revealed that the majority were judged by their teachers as needing only limited support services in their native language. Thus, it seems that those students in most need are receiving bilingual services, but that support services for students who have achieved some degree of fluency are sometimes curtailed due to the unavailability of qualified staff.

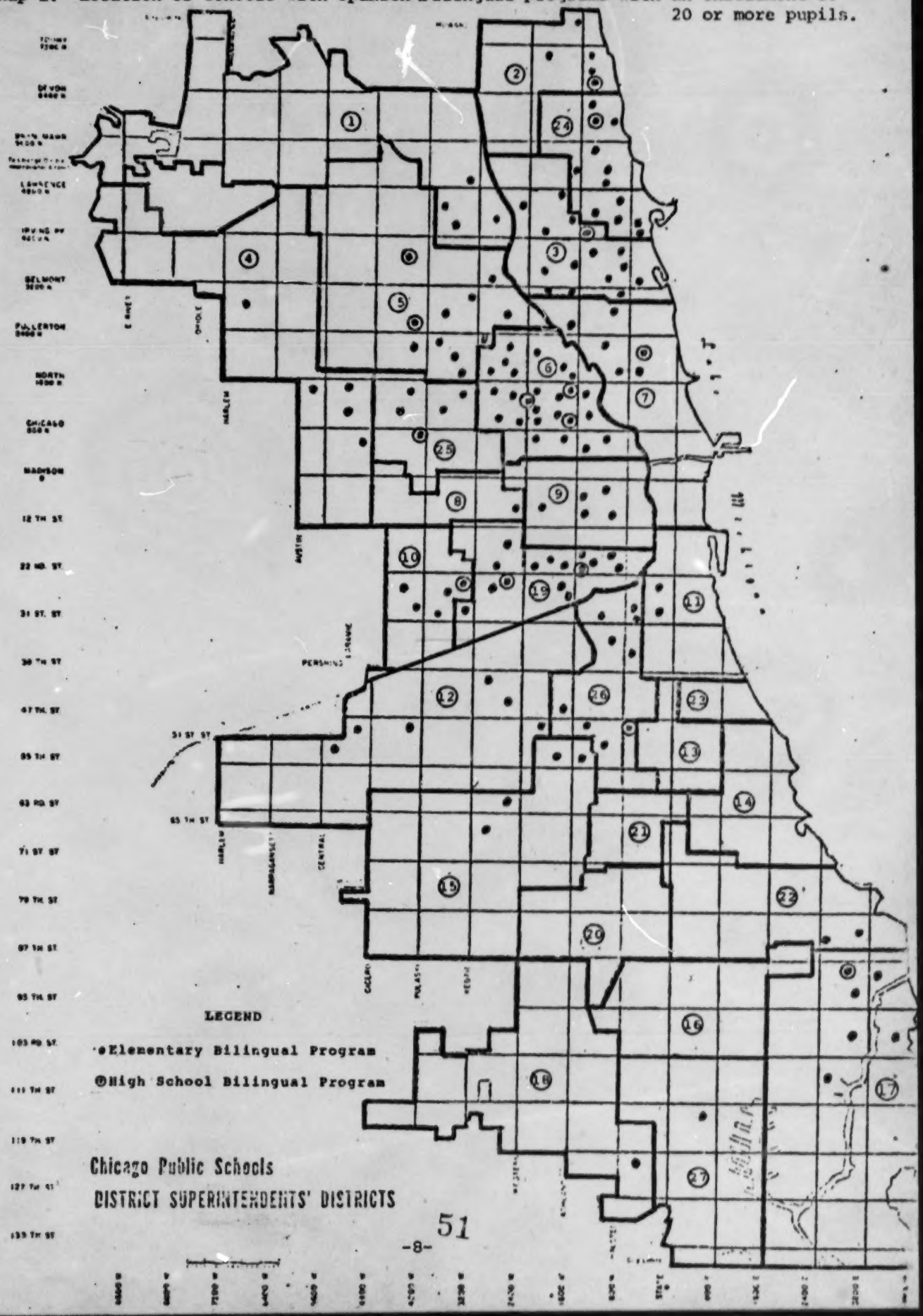
Instruction in 16 languages was provided by approximately 1133 teachers of whom 85 percent were bilingually endorsed; an additional three percent were pending endorsement. There were an additional 41 teacher positions serving the programs with less than 20 students from one language group.

Spanish was the language of instruction for ninety percent of the students participating in bilingual programs. Instruction was also provided in Arabic, Assyrian, Cantonese, Chinese, French, Greek, Indic, Italian, Korean, Laotian, Pilipino, Polish, Romanian, and Vietnamese. Table 1 provides a summary of bilingual programs and staff positions in each district for fiscal 1979. Maps 1 and 2 plot the location of Spanish and non-Spanish (more than 20 students) bilingual programs geographically. Bilingual programs in languages other than Spanish occurred mostly in the northern sections of the city, an ethnically heterogeneous area. Several new programs were established in both the northwest and southwest regions. Spanish bilingual programs were concentrated in the near south and northwest areas and extended north along the lake. Districts 17 and 22 of the city's southeast side also had a number of bilingual programs.

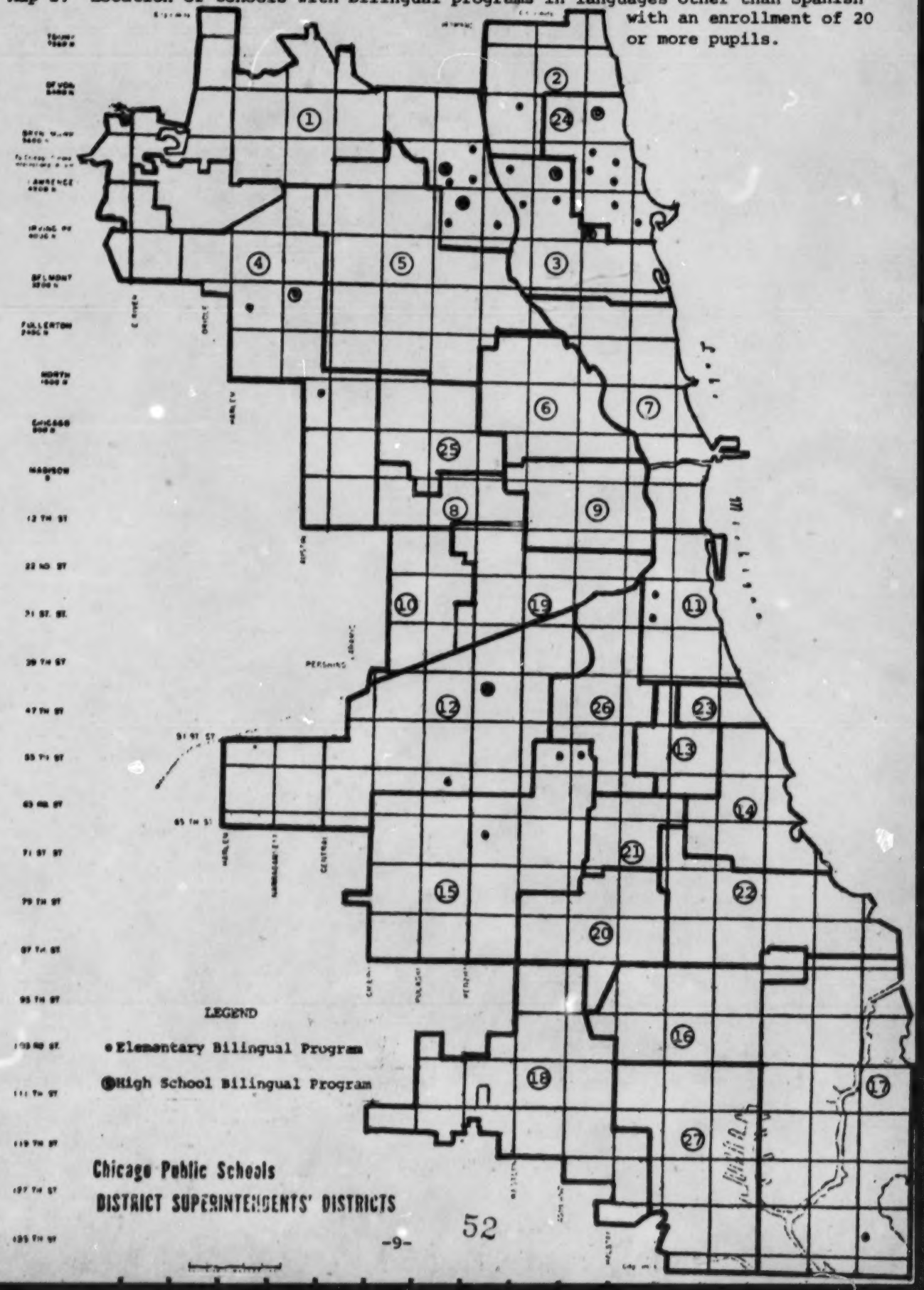
TABLE 1 - Bilingual Programs and Staff by District

District	Number of Schools	Number of Languages	Number of Programs (more than 20)	(Budgeted) Teacher Positions
1	8	6	18	35
2	7	3	7	24.5
3	17	4	22	84
4	6	3	8	18
5	11	2	12	86
6	28	1	28	321
7	6	1	6	17
8	1	1	1	3
9	4	1	4	12
10	6	1	6	65
11	2	2	3	8
12	7	3	7	12
15	4	2	7	21
17	7	3	8	55
18	1	1	1	1
19	18	1	18	200
22	2	1	2	13
24	13	9	28	74
25	6	1	6	58
26	9	1	8	50
27	1	1	1	2
Total	164		201	1159.5

Map 1. Location of schools with Spanish bilingual programs with an enrollment of 20 or more pupils.

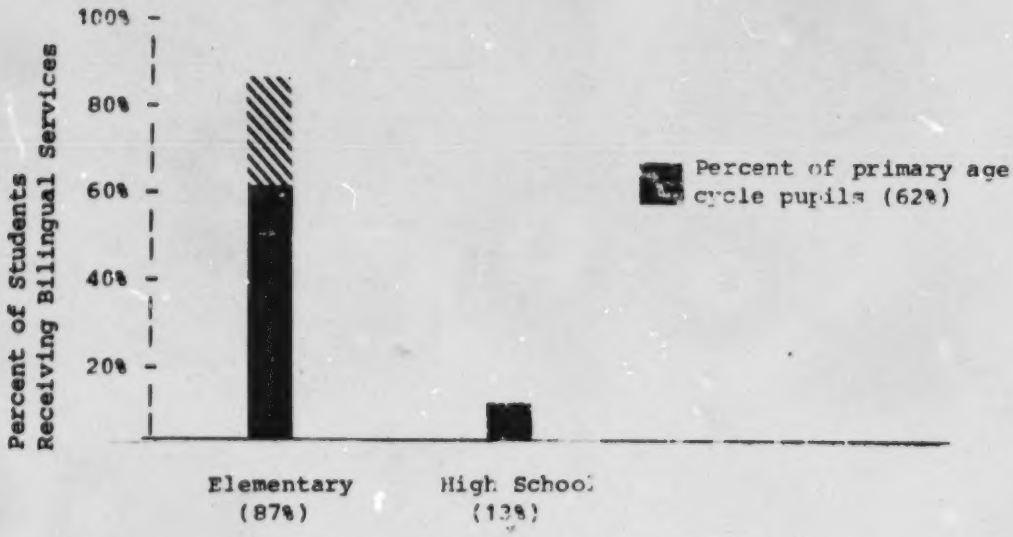


Map 2. Location of schools with bilingual programs in languages other than Spanish with an enrollment of 20 or more pupils.



The majority of students receiving bilingual services were at the elementary level; only 13 percent were at the secondary level. More than 60 percent of all elementary students receiving bilingual services were in the primary cycle, ages 4-8.

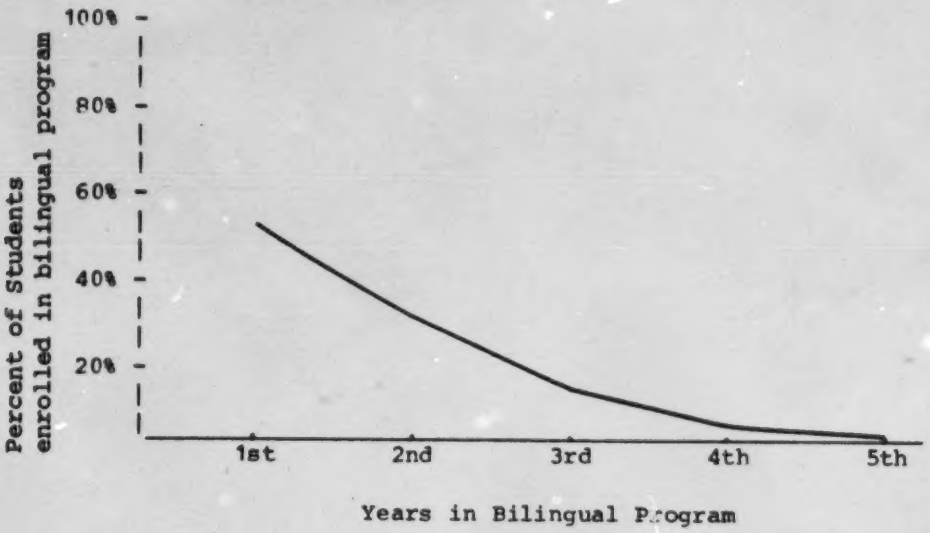
FIGURE 1. Proportion of Students at Elementary and Secondary Levels Receiving Bilingual Services



Between January and May of 1979 the number of students receiving either bilingual or ESL services increased by 17 percent. Students participating in bilingual programs for the first time accounted for nearly 70 percent of the increase. Second and third-year enrollments also increased by 13 percent and 18 percent respectively. Fourth-year enrollment increased by one percent, while fifth-year enrollment decreased two percent. Assuming the continuity of intra-year student identification procedures, the net increase of more than 1800 first-year students in a five-month period suggests a substantial influx of limited English speaking students from outside the Chicago public school system. This conclusion is further substantiated by looking at the enrollment dates of bilingual program participants. Approximately three-quarters of the students began in September 1978. Each month thereafter between 400-1200 new students enrolled in bilingual programs. At the same time, a substantial number of bilingual program participants left the Chicago public schools. The data indicate a steady influx of new students as well as a moderately high degree of mobility among program participants. The impact of both of these trends on program continuity needs to be examined.

*Article VIII, Section 8.01 of the Illinois Rules and Regulations for Transitional Bilingual Education, State Board of Education, July, 1976, stipulates that a student of limited English-speaking fluency shall remain in the program for a period of three years or until such time as he/she achieves a level of English language skills which will enable him/her to perform successfully in classes in which instruction is given only in English, whichever shall first occur.

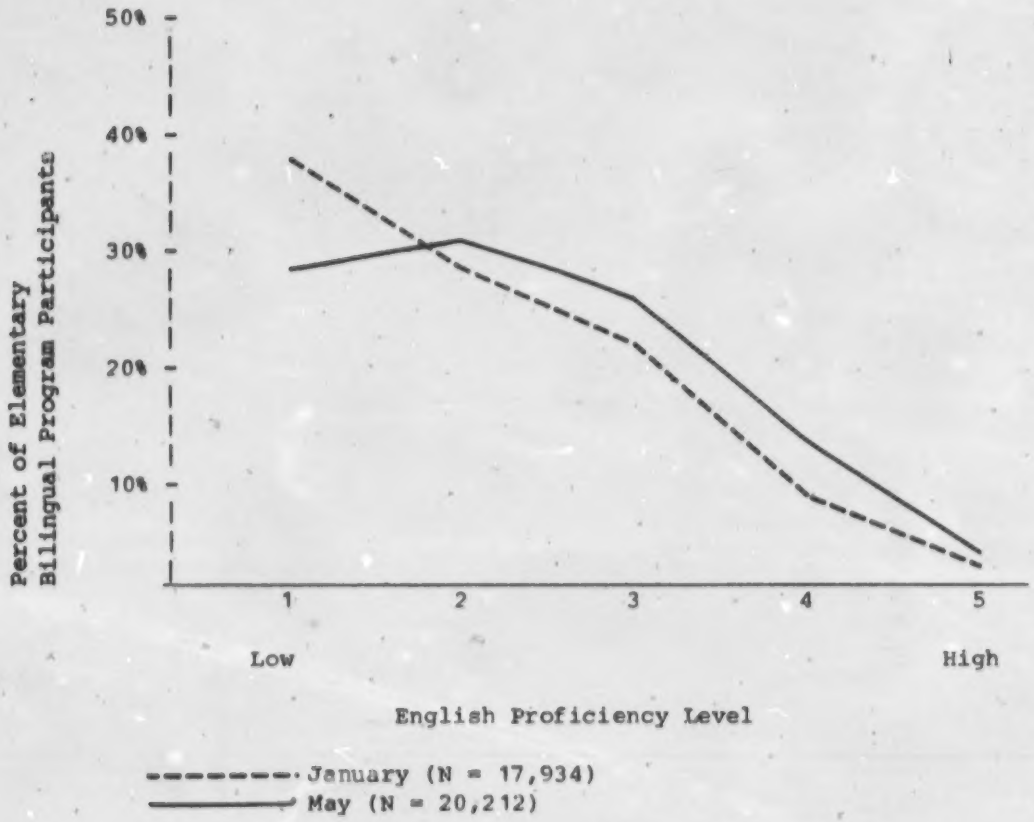
FIGURE 2. Proportion of Students in Bilingual Programs by Number of Years Enrolled



In May 1979, 26 percent of all students surveyed were judged to be in category A as compared to 36 percent in the preceding January. The number of category B students increased though the percent decreased slightly from 30 percent to 28 percent. Category C students increased from 22 percent to 24 percent. The number of students judged not to be in need of services more than doubled.

A similar pattern emerged from language proficiency evaluations of elementary students enrolled in bilingual programs. In January 38 percent of the students were rated at the lowest level of English proficiency as compared to 28 percent at the lowest level in May. The number of students rated at the lowest English proficiency level decreased 17 percent despite a 19 percent increase in first-year students. The number of students rated at levels 2-5 increased though the relative percentage increased only slightly.

FIGURE 3. Comparison of January and May English Proficiency Levels of Elementary Bilingual Program Participants



The data indicate that the students most needing bilingual instruction were its primary recipients. Fifty-nine percent of all elementary students enrolled in bilingual programs had little or only partial fluency in English (levels 1 and 2 of a five-point scale), 25 percent had barely adequate levels of English fluency; an additional 13 percent could communicate fairly well in English, though their fluency was not comparable to their native English-speaking peers. Only three percent were judged to be totally proficient in English. The fact that 82 percent of those rated as level 1 and 49 percent of those rated as level 2 were in their first year of bilingual instruction suggests that the majority of students in the lowest English proficiency levels were new arrivals to the Chicago public schools and/or were entering school for the first time. The latter conclusion is further substantiated by the fact that more than half of all the elementary students rated at the lowest English proficiency levels and in their first year of bilingual instruction were four five, or six years of age.

Elementary Program Description

Article 14C of the Illinois Revised Statutes, Chapter 122, provides for bilingual instruction for limited-English-proficiency students in content areas as well as the home language, history and culture. In the city of Chicago there was a broad range of bilingual programs designed to meet the needs of limited-English-proficiency students from diverse language and cultural backgrounds. Programs varied widely in organizational and staffing patterns, instructional approaches and materials. Within broad guidelines, most of these factors were at the discretion of local or district authorities. Three organizational models and multiple combinations were used at the elementary level. The Self-Contained model accounted for the largest number of students. In this model a bilingual teacher was responsible for both the English and native language subject areas. A second model, Team-Teaching, required a bilingual and the regular classroom teacher to work together in the same classroom for either a half day or for the entire day. Students in the Pull-Out model received 90 minutes of instruction in the home language from a bilingual teacher and spent the rest of the school day in their assigned classrooms with an English dominant teacher. A fourth model, Departmentalized, was used in high school programs and in some upper grade centers. In this model pupils received instruction from a bilingual teacher in specific subject areas to include mathematics, science, social studies/culture and language arts in the pupil's first language.

Another area which accounted for a significant amount of the variation was the instructional approach employed. Three basic approaches were identified: 1) oral and reading skills in the home language were developed as a basis for acquiring English 2) the home language was used for explanative purposes but literacy was developed or continued exclusively in English. 3) literacy was developed concurrently in both the home language and English.

Profiles of bilingual programs in selected schools indicate considerable variations in key areas (Table 2). There were significant differences in the proportion of students from different instructional needs categories or English fluency levels as well as the total number of students receiving bilingual instruction in each school. The differences extended from schools having relatively few limited English students spread out over the full range of age cycles to schools where the bilingual program was almost exclusively concentrated in the primary grades. Acknowledging the limitations of cross-sectional data, the profiles also suggest considerable variation in the amount of time a student may spend in a bilingual program. In some schools the majority of students were in their first year of bilingual instruction with only a very reduced percentage in the second or third years. Other schools seem to have had mostly two-year programs. Still others appeared to have a consistent enrollment over the three years.

TABLE 2. Sample School Profiles on Selected Variables

A. Instructional Needs Categories

School	A	B	C	NP
A	10%	28%	56%	6%
B	10%	34%	28%	28%
C	18%	27%	25%	30%
D	28%	32%	19%	21%
E	34%	29%	9%	28%

B. Age

School	5-7	8-10	11-13	14-16
A	50%	31%	17%	2%
B	48%	31%	18%	3%
C	-	50%	40%	10%
D	58%	35%	7%	-
E	41%	33%	22%	4%

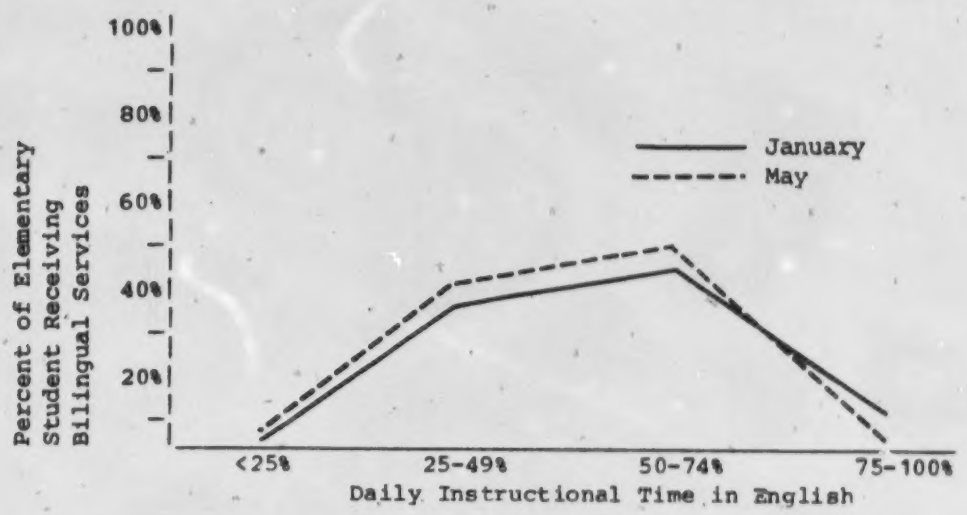
C. Years in Program

School	1st	2nd	3rd	4th	5th
A	71%	12%	14%	2%	1%
B	48%	46%	6%	0	0
C	35%	34%	25%	3%	3%
D	39%	38%	21%	1%	1%
E	44%	32%	22%	1%	1%

The range of objectives, the implicit time frames of specific instructional strategies, and population differences are sufficient to make generalizations concerning bilingual education very difficult. The impact of program variation on student progress, in particular the relationship of specific instructional program variables to outcomes measures, is an area which demands further investigation.

Despite the limitations of the data created by program variations, a general description of the instructional program in terms of the amount of time in English is possible. In May 1979, 60 percent of the students receiving bilingual services received 50 percent or more of their instruction in English. This represents an increase from January, 1979.

FIGURE 4. Daily Instructional Time in English



The increase appears to have occured equally in all subject areas. Language arts was more likely to be given in English than other content areas. Science and social studies were least likely to be given in English, though the differences were minimal.

FIGURE 5. Percent of English Instruction for Language Arts

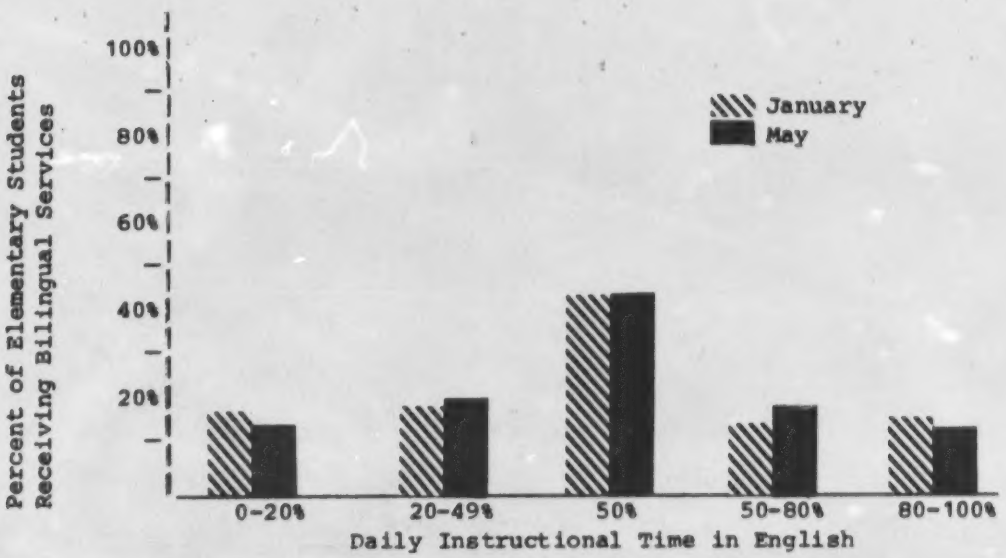


FIGURE 6. Percent of English Instruction for Mathematics

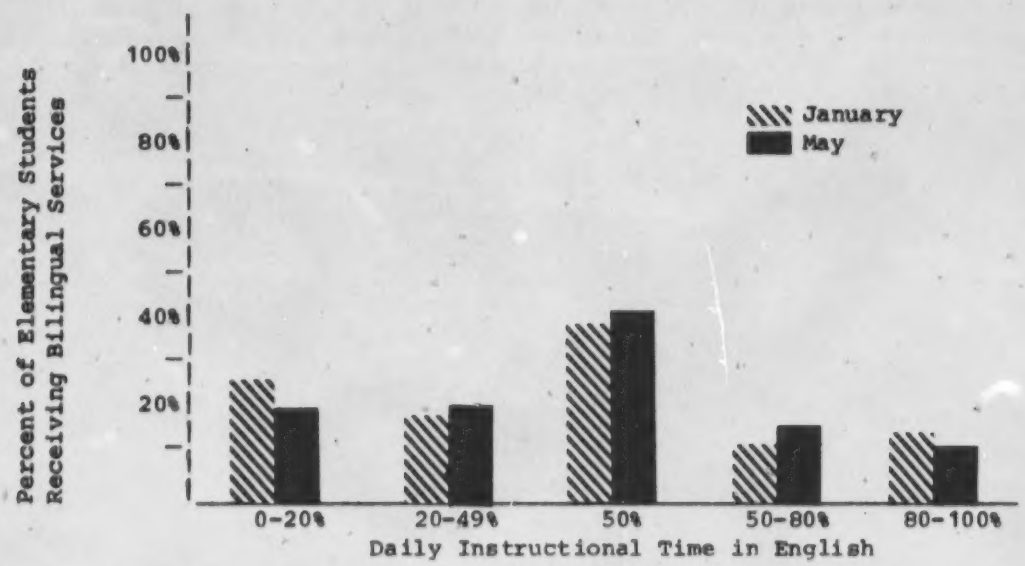
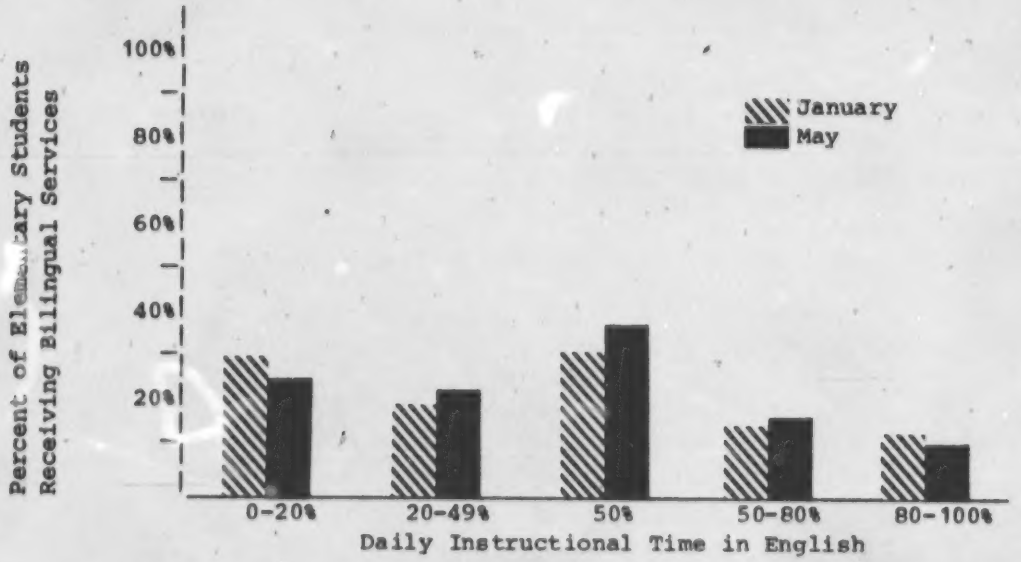


FIGURE 7. Percent of English Instruction for Social Studies and Science



It was expected that those students with the least fluency in English would receive a greater portion of their instruction in their native language. This expectation was generally confirmed (Figure 8). Seven percent of the Category A students enrolled in bilingual programs as compared to 1 percent of Category B and C students received 25 percent or less of their instruction in English. Sixty-six percent of the Category A students as compared to 33 percent of the Category B students and eight percent of the Category C students received between one-quarter and one-half of their instruction in English. Over half of the Category B students and two-thirds of the Category C students received 50 to 75 percent of their instruction in English. One-quarter of the C students received between 75 percent to 100 percent of their instruction in English in contrast to nine percent of the category B students.

FIGURE 8. Instructional Needs Category by Amount of English Instruction

The percent of English instruction per day increased slightly with the number of years enrolled in the bilingual program. It is likely that the increase is small due to the movement of students who have been proficient in English into all English classrooms. This appears to be supported by the sharp decline in the number of students enrolled in bilingual programs subsequent to the first year.

FIGURE 9. Mean Instructional Time in English by Years Enrolled in Bilingual Program

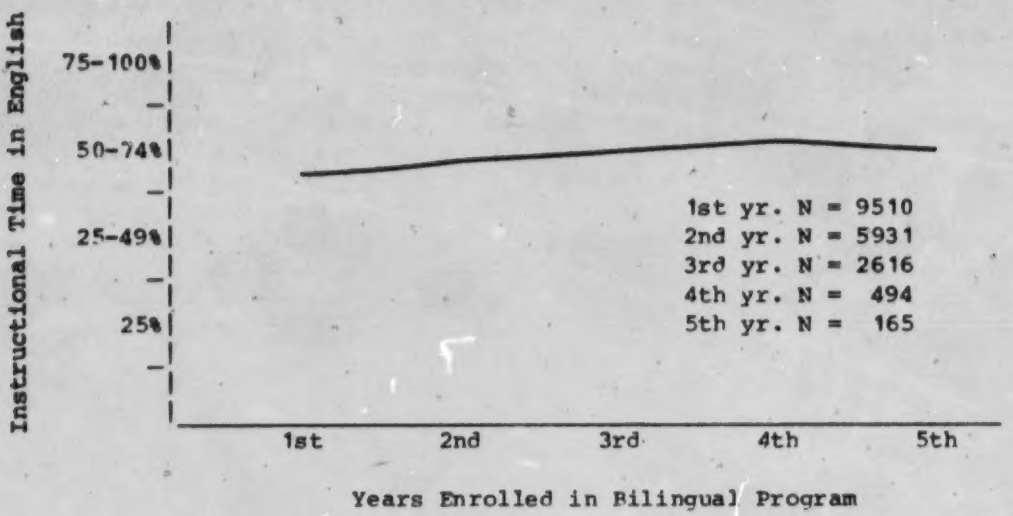


FIGURE 10. Years in Bilingual Program by Instructional Time in English

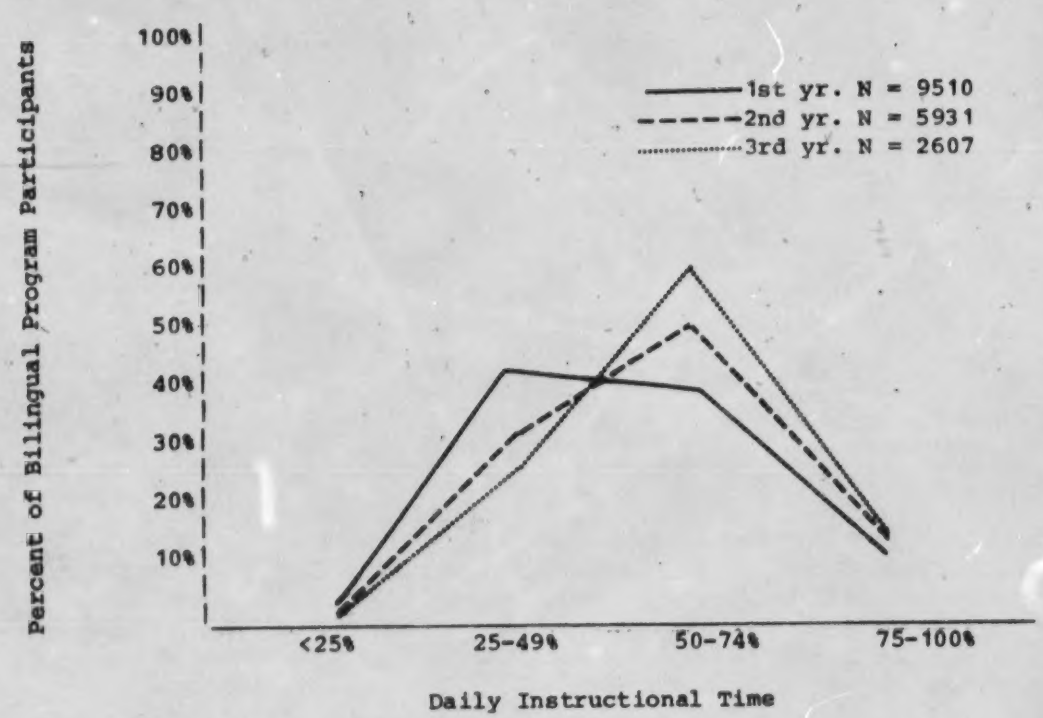


Figure 10 indicates that the number of students receiving less than one-quarter of their instruction in English represented only three percent of the students enrolled in bilingual programs. First-year students are more likely to receive between 25 and 49 percent of their instruction in English than second and third-year students. The trend is reversed for those students receiving 50-75 percent English instruction. Nearly one-quarter of the third-year students received 25-50 percent English instruction. More than half of these students were between the ages of 6 and 8 when more instructional time in the native language may be required. It appears that English language fluency is a more accurate predictor of the amount of instructional time in English than the number of years of bilingual instruction, though there is a moderate degree of correlation between years in program and English fluency.

In addition to state-funded bilingual services, approximately 10 percent of the students received supplemental tutorial services from Title VII support teams. Eight percent of the students were also served by teachers who had participated in Title VII sponsored staff development programs under the auspices of the Chicago Board of Education and/or cooperating universities. Eight percent of the students participated in Language in Transition (LIT) , a Title I funded activity designed to increase the English language skills of students of limited English proficiency. An additional four percent participated in other Title I activities. Special reading services, the Intensive Reading Improvement Programs (IRIP) were provided also for approximately five percent of the students identified as being of limited English fluency.

Student Achievement

This section examines the achievement of elementary students receiving bilingual services. Ideally, the measurement of the academic achievement of limited English proficiency students should include both English and native language measures. A significant portion of the curriculum, particularly for students at the lower English proficiency levels, is likely to be given in the native language. Testing solely in English may severely underestimate program effectiveness, ignoring areas of the bilingual students' knowledge--areas which may be inadequately mirrored through English instruments.

Acknowledging the above limitations, two measures of English achievement were used. These included the Iowa Tests of Basic Skills (ITBS), administered annually to students enrolled in Chicago public elementary schools, and the Continuous Progress/Mastery Learning (CP/ML) reading and math levels. ITBS scores are reported for only a limited number of students receiving bilingual services. CP/ML levels, however, were available for the majority of students and are known to correlate reasonably well with the ITBS scores in reading (+.67) and mathematics (+.71).

Of particular interest, in light of the compensatory character of bilingual services, was the amount of gain students at different age and fluency levels demonstrated. In addition, the relationship of instructional time in English to gains in reading and mathematics was examined.

Figures 11 and 12 depict the mean ITBS reading and mathematics grade equivalent scores for students receiving bilingual services. Differences in English proficiency, reflected in the assignment of instructional categories, appear to be operant for both reading and mathematics achievement. In general, students receiving bilingual services performed better in mathematics than in reading; the differences in mathematics achievement among the instructional categories appear to be less pronounced than for reading.

FIGURE 11. Mean ITBS Reading Comprehension Scores by Age and by Instructional Category

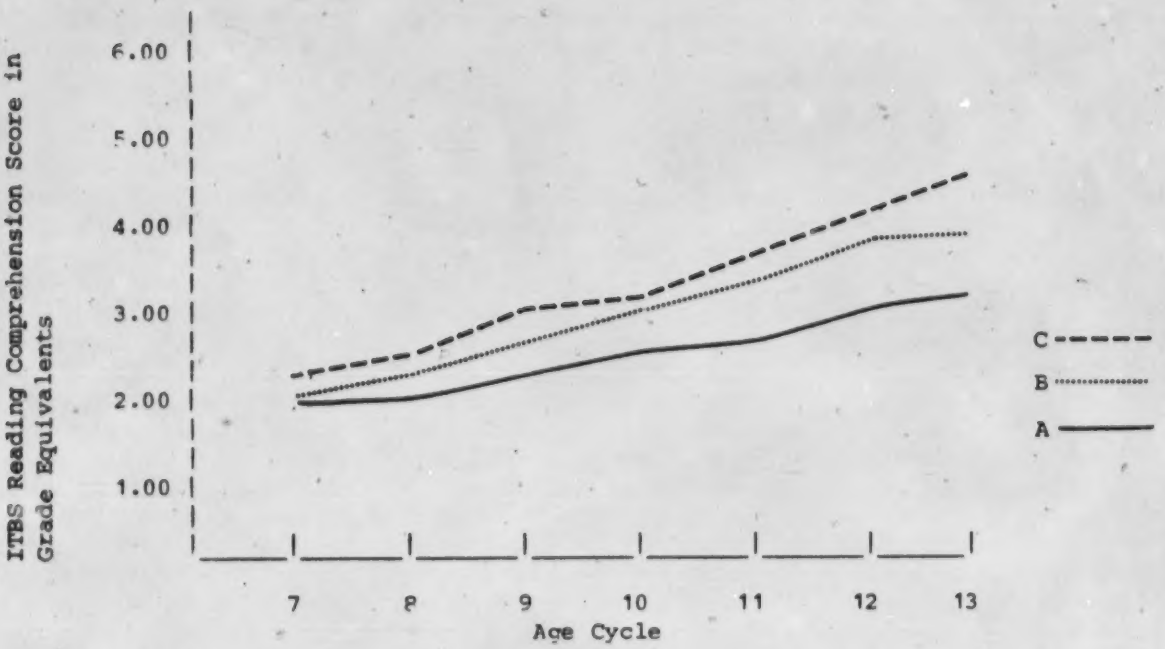
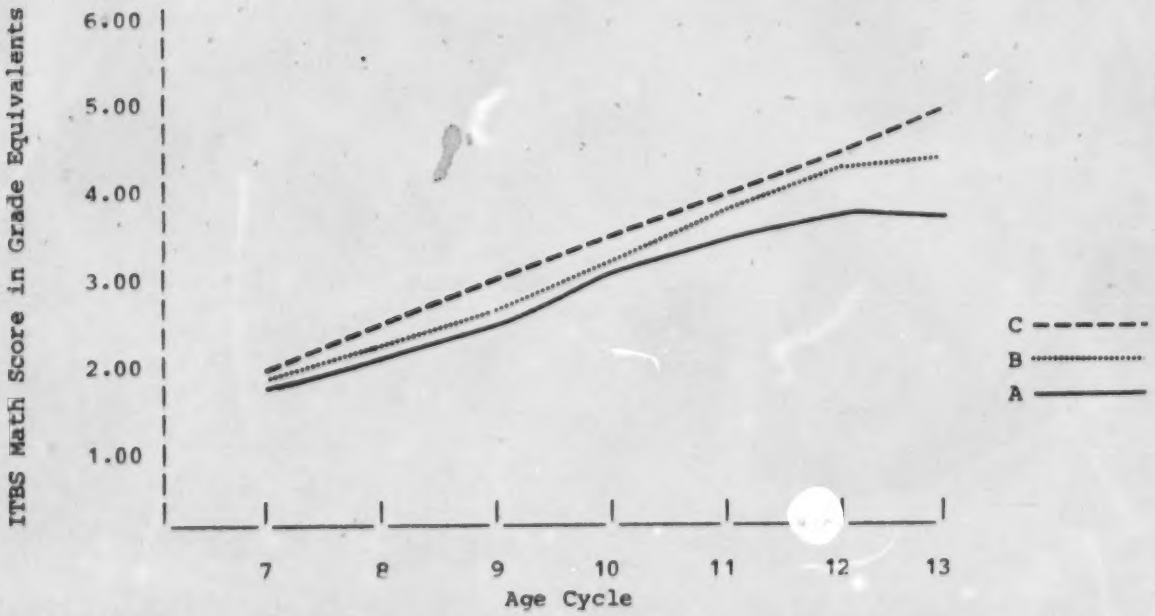


FIGURE 12. Mean ITBS Mathematics Scores by Age and by Instructional Category



The academic progress of nearly all bilingual program participants in English reading and math was assessed by a series of locally developed criterion-referenced tests. Figures 13 and 14 show the mean performance of these students by age and instructional category. Comparison of the two figures reveals the effect English fluency had on achievement in both areas. In reading, the distinctions among instructional categories were significant and increased with age; in contrast, the category distinctions for math while operant were minimal.

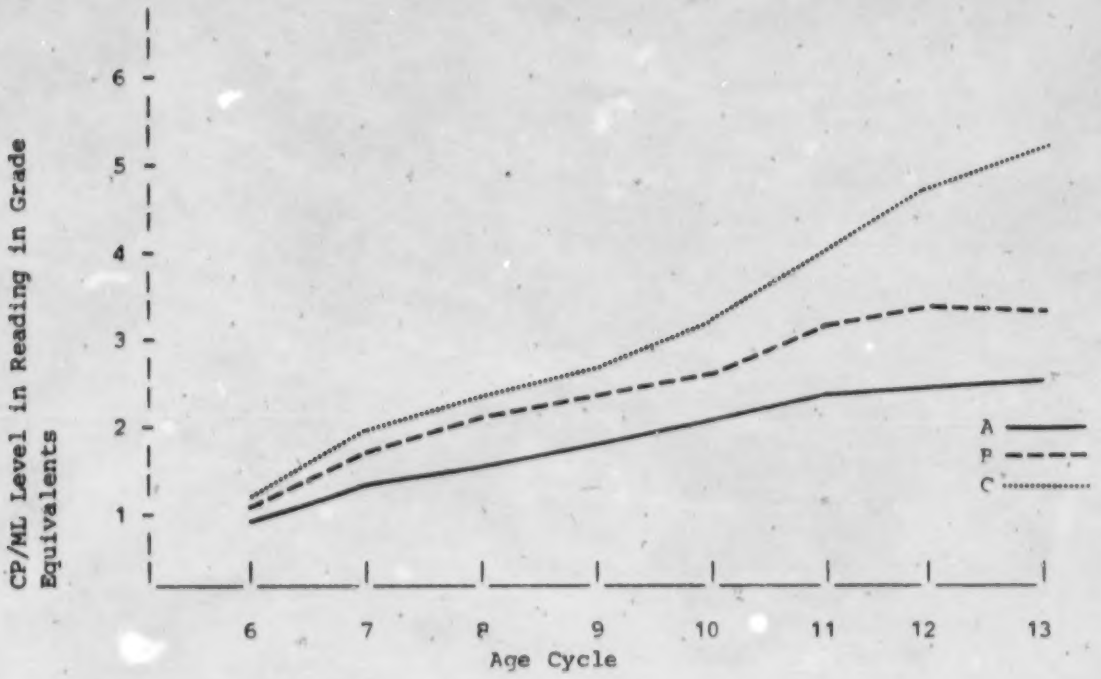
Examination of the preceeding figures reveals that students receiving bilingual services achieve, in general, several years below expected grade level in reading and math. The transitional nature of the bilingual program is a factor contributing to this phenomenon. As students become able to function in all English classrooms they no longer receive bilingual services. Once students function at or near grade level they usually do not participate in state-funded bilingual programs.

Gain scores are more useful for the purpose of program evaluation. Students receiving bilingual services gained on the average 7.4 months in reading and 8.0 months in math on the appropriate subtests of the ITBS. The reading and math gains followed a pattern similiar to the grade equivalent distributions. Overall, students gained slightly more in math than in reading. This was particularly true for students 10 years of age and older. Category B students showed the most gain in both areas (Table 3). Figures 15 and 16 depict the average reading and math grade-equivalent-month gains of students receiving bilingual services in comparison to Title I and city-wide averages. As compensatory education programs, Title I programs provide the closest, though distinct, comparison population by which to gauge the effectiveness of bilingual or ESL programs.

TABLE 3. ITBS Reading and Math Gains (months) by Age and Instructional Category

	Reading			Mathematics			Reading Total	Math Total
Age	A	B	C	A	B	C		
8	7.0	8.3	6.0	7.4	6.8	6.3	7.2	6.9
9	6.9	7.6	7.2	6.8	7.1	7.7	7.2	7.1
10	6.9	6.9	6.8	9.1	9.1	8.1	6.9	8.9
11	7.3	7.3	9.2	5.7	8.5	7.1	8.0	8.1
12	7.3	8.3	7.3	7.3	9.4	9.7	7.7	9.3
13	7.1	7.1	9.5	10.0	8.8	11.3	8.4	10.2
Overall Average Gains (months)	7.1	8.1	6.8	8.1	8.4	7.5	7.4	8.0

FIGURE 13. CP/ML Levels in Reading by Age and Instructional Category



FIGUPE 14. Mean CP/ML Levels in Mathematics by Age and Instructional Category

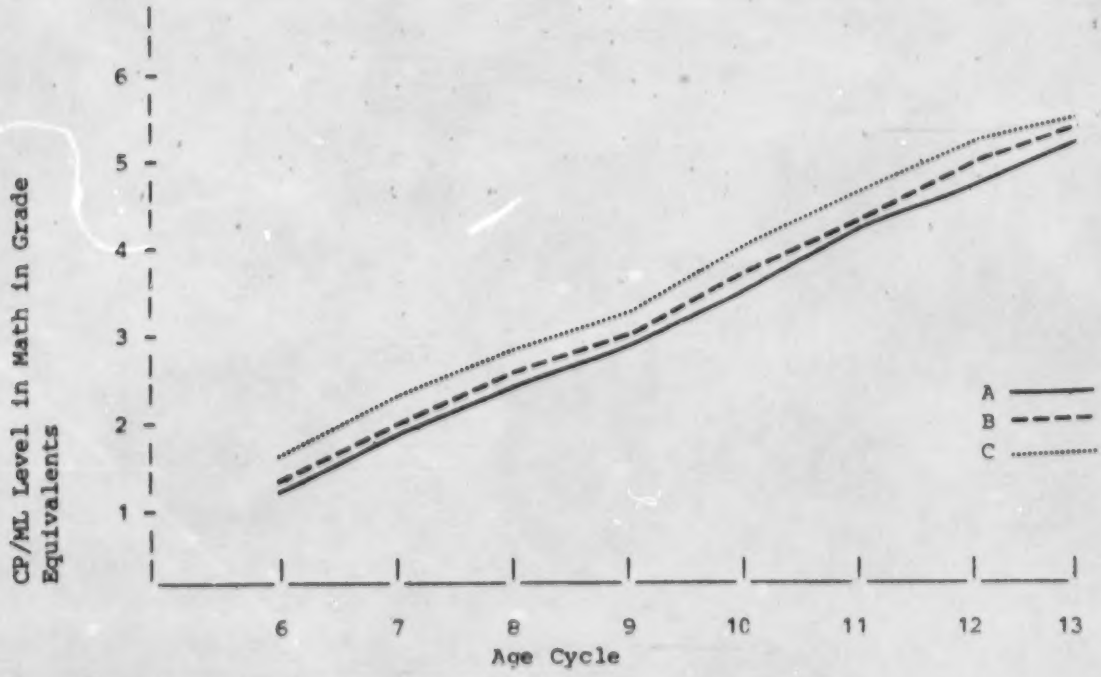


FIGURE 15. Mean Reading Gain (ITBS) by Age

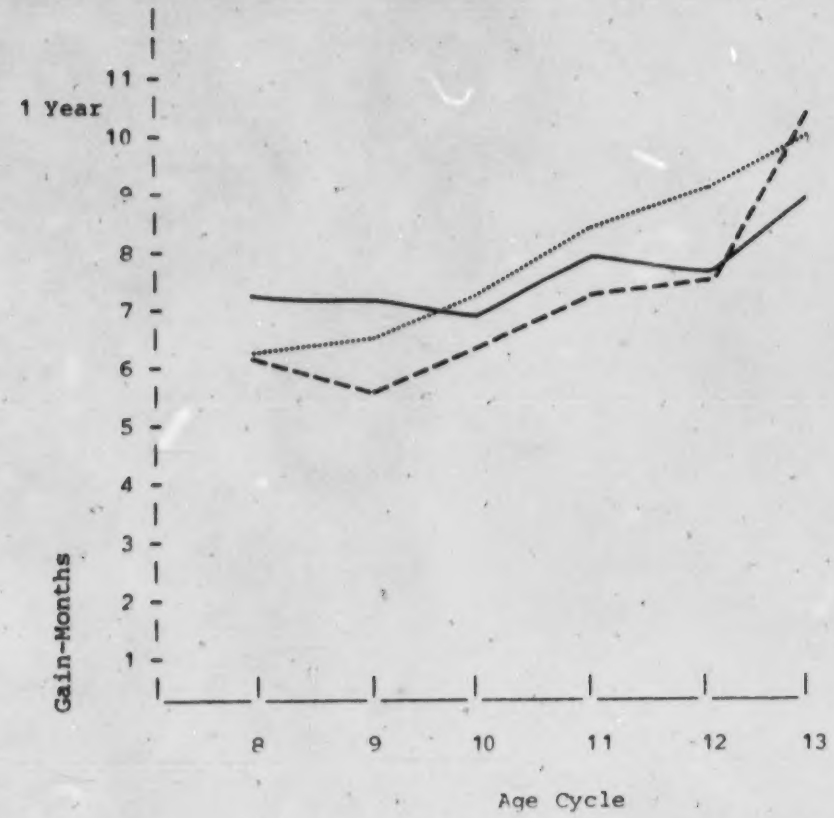
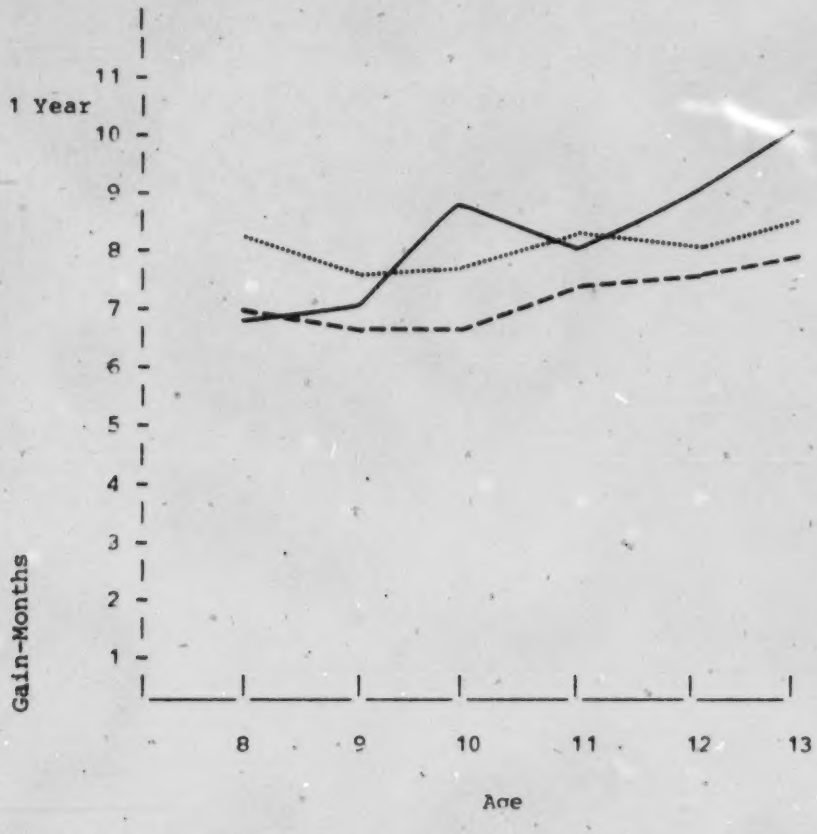


FIGURE 16. Mean Mathematic Gain (ITBS) by Age



In reading, eight and nine-year-old bilingual students gained more than either comparison group. Reading gains for bilingual or ESL program participants were above those of Title I participants though below city-wide averages; (13-year olds were an exception and were likely caused by a greatly reduced sample size). Mathematics gains for students receiving bilingual services were generally equal to or higher than city-wide averages with the exception of eight and nine-year-olds. Bilingual program participants gained on the average 7.5 months in reading and 9.7 months in mathematics as measured by the CP/ML levels. CP/ML reading and math gains followed patterns similiar to ITBS gains (Table 4).

TABLE 4. CP/ML Reading and Math Gains by Instructional Category

INSTRUCTIONAL CATEGORY	READING GAINS (Months)	MATH GAINS (Months)
A	7.1 (N = 5875)	10.0 (N = 6252)
B	8.5 (N = 2486)	9.8 (N = 2697)
C	7.8 (N = 1104)	9.5 (N = 1620)
TOTAL	7.5 (N = 9465)	9.7 (N = 10,565)

Table 5 displays reading and math gains for bilingual program participants by age. Gains tended to increase with age. Age cycle six students gained approximately a half year in reading. Considering that most entered school with little or no knowledge of English, little English reading gain would be expected. Older students demonstrated the most gain, some surpassing the expectation of a month-for-month gain (10 months).

TABLE 5. CP/ML Reading and Math Gains by Age

Age	Reading Gain (months)	Math Gain (months)
6	4.8	8.6
7	6.3	9.2
8	7.2	9.4
9	7.9	9.6
10	8.8	10.2
11	10.3	10.1
12	11.1	12.2
13	11.3	13.7
	(N = 9,467)	(N = 10,642)

These data indicate that bilingual program participants were learning to read in English and making progress equal to that of students enrolled in other compensatory education programs. For most students, this task included learning to understand and speak English in addition to acquiring basic reading skills. At the same time, the rate of progress of program participants in a major content area as mathematics was maintained at expected levels.

The amount of instruction in English has often been cited as a key variable which affects the differential achievement of limited-English-speaking students. An attempt was made to discern the relationship of the number of periods per day of instruction in English to the amount of gain demonstrated on the ITBS in both Reading Comprehension and mathematics.

Few students received less than two periods per day of English instruction. The number of students participating in bilingual programs who were receiving more than six periods per day in English was also limited, thus reducing the number of distinctions possible. The correlation coefficients of mathematics and reading gains on the ITBS to periods of instruction in English were also lower than expected, +.06 and + .07 respectively.

Instructional time in English contributed less than one percent to the differential gain of students in mathematics when the variance in gain scores due to age and language proficiency were held constant. For reading, the amount of variance due to English instructional time was slightly higher but still less than two percent. In other words, only a very small amount of the gain in reading and mathematics on the ITBS could be attributed to an increase in the amount of instructional time in English. These results suggest that other more powerful factors account for the differential achievement of limited English fluency students. These might include socioeconomic factors, native language fluency, previous educational experience, instructional strategies, and school and classroom characteristics.

Inter-category Movement

A major goal of the bilingual program in Chicago is to prepare limited English proficiency students to participate fully in the regular English curriculum offered by the schools. This goal encompasses both the development of an English language competence as well as the parallel conceptual development of students in all other subject areas.

A principal gauge of the effectiveness of a program in attaining this goal is the academic progress of the students. A secondary measure is the amount of movement from one instructional category to the next and finally into the regular English classroom program. This second measure, however, can only be a valid indicator of program effectiveness when it is strictly linked to academic achievement.

Beginning in the Fall of 1979 new criteria were established for the movement of students from one instructional category to the next. These reflect the relationship of instructional category placement to academic progress. They implicitly recognize that the kind of instructional program a student needs depends to a great extent on his (her) reading ability to comprehend materials written in English.

Exit Criteria for Elementary Students[7]

.Children exit from category A to category B when they have mastered the continuum of skills in reading through level D.

.Children exit from category B to category C when they are at mastery level in reading in English for their cohort age group on city-wide data...Children who are reading in English at one standard deviation below local norms for their age cycle may also be exited from B to C based on additional information contained in the child's profile...

.Children exit from category C to the general program of instruction without support when they are at mastery level for their age cycle according to national norms in reading in English. Children who are reading in English at one standard deviation below national norms for their age cycle may also be exited from C to "No Program" based upon additional information contained in the child's profile...(pg. 3-4)

[7]Differentiated Curriculum: Instructional Design--Elementary Schools. Board of Education: Chicago, 1979, pg. 3-4.

Table 6 reflects these criteria depicting the total upward movement between instructional categories by elementary school students during the 1978-79 academic year.

More than two-thirds of the students receiving bilingual services progressed to a higher category. The greatest amount of movement both in numbers and percent was experienced by those students with the lowest English proficiency. As would be expected, the greatest amount of movement occurred between adjacent categories. Few students would be expected to move from category A to the regular program (NP) during the course of a single year.

TABLE 6. Inter-Category Movement of Students by Instructional Category

Percent of Category A Students moving to Category	B	67%
	C	16%
	NP	4%
	Total	88%
Percent of Category B students moving to Category	C	30%
	NP	11%
	Total	41%
Percent of Category C students moving to Category	NP	20%
Total percent of inter-category movement		66%

In comparison to the movement demonstrated by the category A students, the proportion of category B and C students moving to a higher category was smaller. An examination of the task of moving from category B to C and from C to NP may help elucidate this phenomenon. Exit from category A requires that a student master the equivalent of first-grade English reading skills. Movement out of category B, however, requires minimally that a student read in English within a standard deviation of his cohort age group. An eight-year-old would have to gain approximately one-half year in English reading to move from category B to C. In comparison, a thirteen-year-old would have to gain the equivalent of three years in English reading to move to category C, an awesome and unrealistic expectation for a year's time frame. To exit to the regular English curriculum program (C to NP) younger students would be expected to gain the equivalent of one-half year in English reading, older students, one year.

TABLE 7. Minimum English Reading Gain Required to Move Between Instructional Categories

Age	B to C (Years)	C to NP (Years)
8	1/2	1/2
9	1	1/2
10	1 1/2	1/2
11	2	1
12	2	1
13	3	1

The amount of movement between instructional categories expected during an academic year must coincide with realistic possibilities. Achievement data have shown that students receiving bilingual services gain seven to eight months in reading and 8-10 months in math, gains comparable to those of other compensatory education programs, and in the case of math, equivalent to city-wide gains. However, few could be expected to gain the equivalent of several years in reading to move from category B to C within one academic year.

The number of years enrolled in the bilingual program is another indicator of the movement of students to the regular English curriculum. Table 8 depicts the proportion of students enrolled by years in the program for 1974, 1975 and 1979.

TABLE 8. Percent of Bilingual Program Participants by Years Enrolled

	1974	1975	1979
1st	48.7	44.8	52.0
2nd	39.8	35.1	30.9
3rd	9.4	15.0	13.6
4th +	2.1	5.1	3.5
	100%	100%	100%
	(N = 10,746)	(N = 1161 - Sample)	(N = 23,363)

The low incidence of fourth and fifth year enrollments indicates that students are indeed moving into the regular English curriculum.

High School Program Description

Bilingual services were extended to approximately 2,600 high school students in 20 high schools, representing roughly 13 percent of all students receiving bilingual services. There were 31 separate (more-than-20) bilingual programs with 131 budgeted teacher positions. Instruction was provided in ten languages including Assyrian, Cantonese, French, Greek, Italian, Korean, Laotian, Polish, Spanish, and Vietnamese.

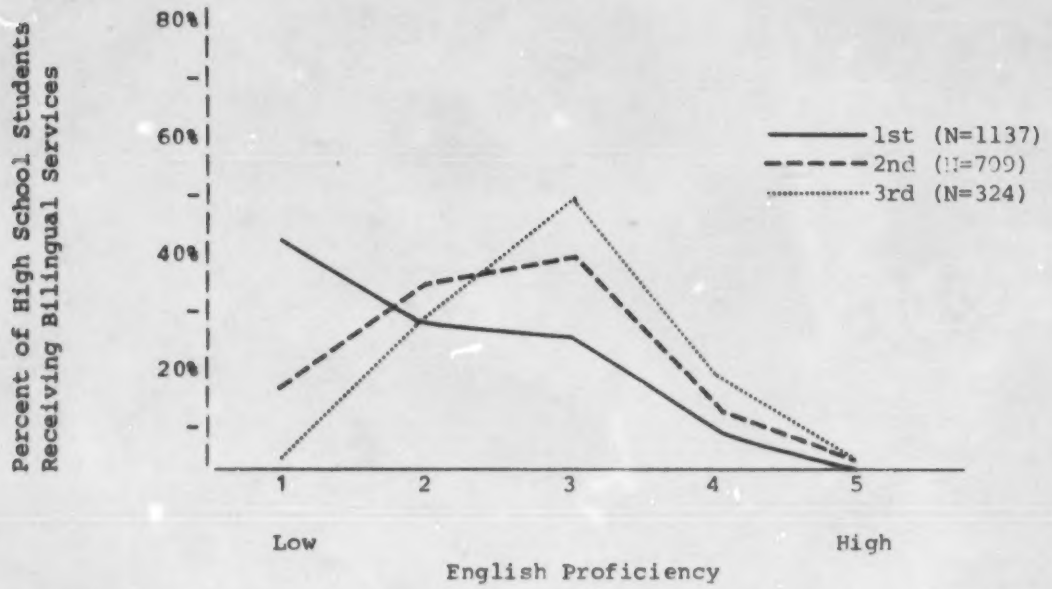
Ninety-two percent of the high school students surveyed in May 1979, were born outside the continental United States, in contrast to nearly 60 percent of the elementary school students. More than half of those students were born in Spanish-speaking countries. When only bilingual program participants are considered, the percentage of students born outside the continental United States may be somewhat higher.

Ninety-seven percent of the high school students had been receiving bilingual services for one to three years. A breakdown of the data revealed that 52 percent were in the first year, 31 percent in the second year, and 14 percent in the third year. This pattern was identical to that of the elementary school students receiving bilingual services.

Between January and May the number of high school students receiving bilingual services increased by 12 percent. The increase at the elementary level was higher.

Those in the first year of bilingual services tended to exhibit the lowest English proficiency levels. The majority of second-year students (75 percent) were rated in the mid range (levels 2 & 3), while 69 percent of the third-year students were in the mid to upper ranges (levels 3 and 4). The sharp decrease in the number of students rated 4 or 5 on the English proficiency scale suggests that as the students attain adequate or nearly adequate levels of English proficiency they no longer participate in bilingual programs. This interpretation is corrobarated by the steady decline in each year's enrollment (Figure 17).

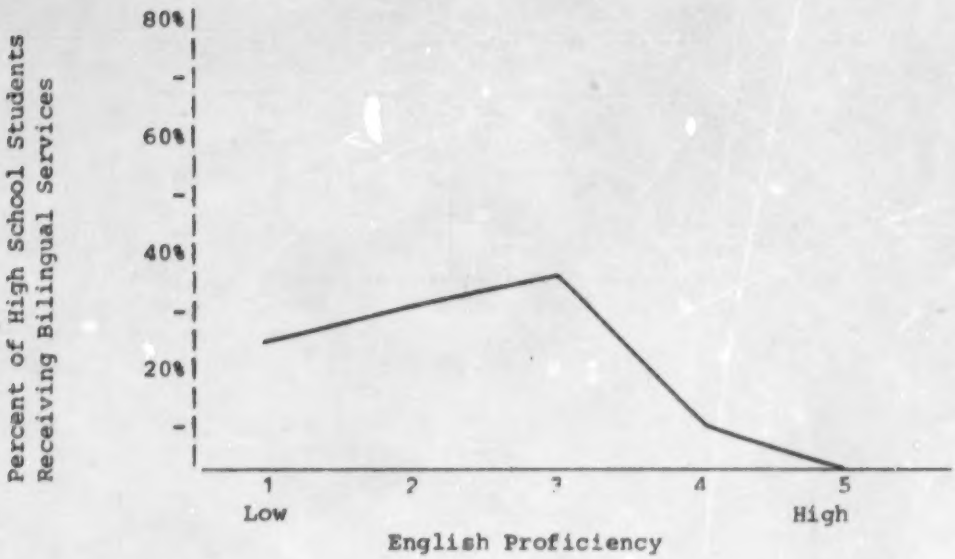
FIGURE 17. Years in Program by English Proficiency



Most high school students (76 percent) receiving bilingual services were either freshmen or sophomores, 81 percent of all freshman were in their first year of bilingual instruction, another 12 percent were in their second year. The enrollment pattern at subsequent years confirmed the freshman year entry point of most students into bilingual programs.

Figure 18 depicts the English language fluency levels of limited English proficiency high school students enrolled in bilingual programs. More than half of the students were at the lowest English proficiency levels. An additional 35 percent exhibited barely adequate English proficiency. Only 12 percent of the students had native or near native command of English. Between January and May the number of students rated at the lowest proficiency levels declined while those rated at the mid to upper levels increased.

FIGURE 18. English Proficiency of High School Students Receiving Bilingual Services



It is clear from the data that the students receiving bilingual services at the high school level were those in most need. In addition, the students receiving bilingual services tended to be new arrivals to the Chicago public schools as evidenced by the overwhelming number of students born outside the continental United States, the low English proficiency levels, and the high concentration of students in the first and second year of bilingual instruction. The data also suggest that few students coming from bilingual programs at the elementary level received bilingual services at the high school level.

A comparison of the estimated amount of instructional time in English and the native language of high school students receiving bilingual services showed a slight increase in the amount of English between January and May. The increase in English usage occurred fairly evenly over all subject areas except language arts, suggesting that English language usage increased throughout the year. Virtually all of the students received fifty percent or more of their language arts instruction in English, including 57 percent who received nearly all their language arts instruction in English. The proportion of high school students receiving at least half of their language arts instruction in English was significantly higher than elementary students. Current research supports the appropriateness of this approach citing the higher linguistic competence and literacy levels in the native language of older students as factors which permit a higher concentration of instruction in the second language.[9] Content areas as social studies and science were slightly more likely to be given in the native language than mathematics, though for both, over 70 percent of the students received at least half of social studies and science in English.

[9]Cummins, p. 229.

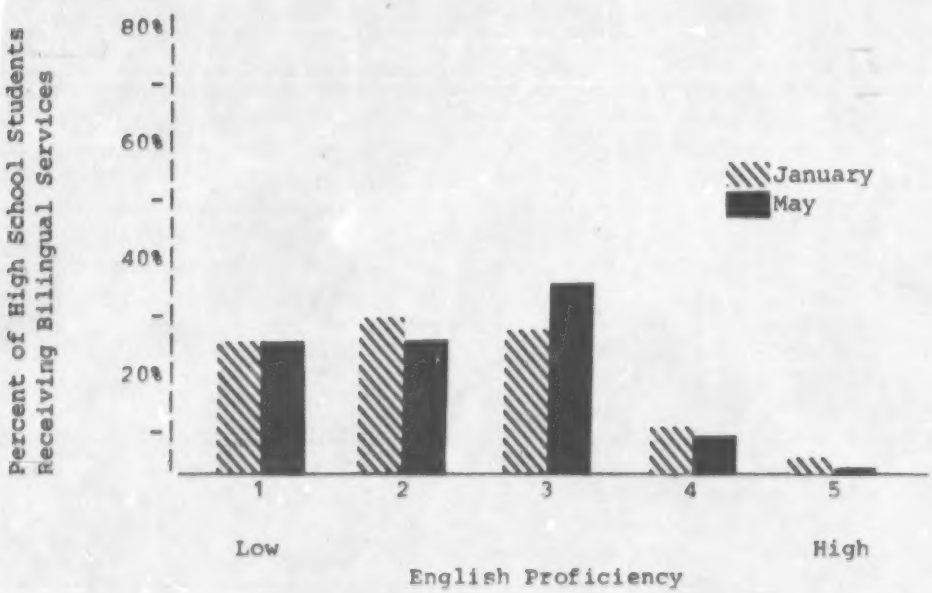
In addition to bilingual services, approximately eight percent of the students participated in a reading lab designed to give intensive practice in specific English reading skills to those students determined to need additional help.

Achievement

Achievement data on standardized tests were unavailable for high school students as were Continuous Progress reading and math levels. Grade-point averages of the students receiving bilingual services showed that nearly half of the students (48 percent) achieved at a C level; 27 percent at A & B; and 25 percent at D & F. This distribution of grades meets normal expectations with three quarters of the students achieving at or above a passing level.

Between January and May teacher evaluation of English language proficiency levels of students receiving bilingual services showed a decrease in the percentage of students at the lower proficiency levels and a comparable increase in the percentage of students at the middle level. The number of students with native or near native English proficiency remained relatively constant. It must be noted that during that same period there was a 10 percent increase in the first through third-year enrollments, of which over 90 percent occurred in the first two years. This factor would be expected to moderate any increase in English proficiency (Figure 19).

FIGURE 19. Comparison of January and May English Proficiency of High School Students Receiving Bilingual Services



Special Education Services

In May 1979, approximately 1600 students from homes where a language other than English was spoken were identified as in need of special education services. Ninety-six percent of the students identified were receiving special education services. Nearly one-fourth of these students were also enrolled in a bilingual program of instruction. For special education students, placement within a bilingual program is contingent upon the student's Individual Educational Program (I.E.P.) which is developed based on the recommendations of a multidisciplinary staffing. The English proficiency of approximately one-third of the students in need of special education services was rated at levels 1, 2, or 3; the remaining two-thirds were judged to be adequately proficient in English.

The number of special education students receiving bilingual services increased between January and May. Five percent of the special education students with English fluency levels 1, 2, or 3 received special education services from an endorsed bilingual teacher, and 39 percent of the same students received services from a bilingual aide. Less than one-fourth of the students receiving bilingual special education services from an endorsed bilingual teacher were judged to be of limited English fluency. A bilingual aide was available in nearly twice as many of the cases, but as in the previous instance, less than half of the students were judged to have limited skills in English. The data point to a need for the greater availability of bilingual special education services, as well as a redistribution of services to meet the needs of the students with the least English proficiency.

Special education services encompassed a wide variety of handicapping conditions. The most frequent of these were Moderate Learning Disabilities (MLD), Speech, Primary Educable Handicapped (EMH) and Trainable Mentally Handicapped (TMH) accounting for over 60 percent of the students. MLD and Speech services were usually supplied through a resource teacher; Primary EMH and TMH services tended to be given by a single teacher in a self-contained classroom.

The mean number of periods per day of instructional time in English for special education students receiving bilingual services was four, or slightly more than half of the day in English. As the students' English fluency increased so did the amount of English instruction. No appreciable differences were discerned among the various content areas.

Bilingual Classroom Observation Survey
Summary of Results

A total of 153 classrooms were observed by the staff of the Bilingual Unit of the Department of Research and Evaluation during the months of February through May, 1979. The mean number of minutes per classroom visits was 28. The mean class size was also 28 with 51 percent of all classes visited having 28 or fewer students. The mean age of students in these classrooms was eight years, with 51 percent of the students between the ages of five and seven, and the remainder between the ages of eight and 14. The age distribution of the sample was similar to that of the total elementary bilingual program population.

Number and type of teachers

Of the classrooms observed, 56 percent had one classroom teacher, 36 percent had two adults supervising, and eight percent had three or more adults in charge of the class. All classrooms had at least one regular teacher, 29 had teacher aides, five had student teachers, and three had other adults in the classroom. Of the classrooms with one regular teacher, 21 percent had a teacher aide.

Classroom characteristics

As shown in Tables 9 and 10, most of the classrooms were of the self-contained type (74 percent), and located in regular classroom facilities, (85 percent). The most frequent type of instructional grouping was that of the whole class receiving instruction (41 percent of the classes), followed by small group working with teacher (31 percent), and part of class receiving instruction (30 percent).* The instances whereby the whole class was working independently accounted for only 12 percent of the classes, and those where the whole class was working with a teacher aide accounted for only 10 percent of the responses.

*Multiple responses allowed

TABLE 9

Program Model

	Percent of Cases	Count
Self- Contained	74	115
Team Teaching	14	22
Pull-Out	5	9
Departmentalized	4	7
Other	3	5

Total Responses = 158

Total Cases = 153

*Multiple responses allowed

TABLE 10

Classroom Facilities

	Percent of Cases	Count
Regular Classroom	85	130
Mobile Classroom	11	17
Conference or Small Room		1
Other Non-Instructional Area	3	5

Total Responses = 153

*Multiple responses allowed

The instructional content of the classroom observed consisted mainly of language arts-English (54 percent of the classes), language arts-native (30 percent) and mathematics (22 percent).* Thus, the typical classroom observed consisted of one teacher, usually without an aide, in a self-contained classroom with the whole class receiving instruction, either in language arts-English, language arts-native, or arithmetic.

Bilingual Classroom Observation Survey

Regularly certified teachers had the most teaching experience; 68 percent had six or more years of experience compared to 11 percent of FTB certified teachers. None of the regularly certified teachers had less than two years of experience, while 34 percent had 15 or more years' experience. FTB teachers had the largest percentage of teachers with only one or two years of teaching experience (21 percent). Thus the large majority of all teachers had over two years' experience.

Teacher and teacher aide roles

Observers also noted the type of teaching methods used in the classroom. Most of the teachers observed used "questioning and discussing" in their classroom (84 percent).* The next most frequent methods used were "answering and assisting" (68 percent), and "show and tell, demonstrating" (63 percent) and "supervising and directing" (53 percent). "Praising" (27 percent) and "disciplining" (19 percent) were used least by teachers. Most of the teachers used eclectic approaches to teaching, with student participation more predominant than teacher criticism. The most frequently mentioned responsibilities for the teacher aides were reinforcing instruction (41.3 percent) and tutoring (30.4 percent).*

Language use

The amount of English used in the classroom was fairly evenly distributed (see Table 11). In one-fourth of the classrooms observed only English was used; these were primarily English language arts classes and some mathematics classes. The mean percent of instructional time in English observed for all classes was over 50 percent for all content areas except native language arts (31 percent) and science (44 percent).

Teachers were asked to estimate the percentage of English used daily in the classroom (Table 12). The majority of teachers (54 percent) used between one-third and two-thirds English daily; one-third used over 75 percent English, and only 13 percent used less than 30 percent English. The mean percent English used was 61.3. However, 20 percent of the teachers stated that they used 100 percent English in their classrooms, so percentages were also calculated without these classes. The mean percent English is reduced to 51 percent without the all English classes included; 72 percent of these classes used at least 50 percent English. Thus, even discounting the all English classes, most teachers reported using at least as much English as the student's native language.

*Multiple responses

TABLE 11

Percent of English used by Teachers

	Percent
0 - 35%	25.2
36 - 60%	21.9
61 - 95%	26.5
100%	26.5

N = 151

TABLE 12

Teacher Estimated Percent of Daily English Use

	Percent
0 - 35%	14.4
36 - 60%	41.1
61 - 95%	24.0
100%	20.5

N = 146

Distribution of Students by Instructional Needs Category

Teachers were also asked to report the percentage of students in their classrooms from each instructional needs category. Few classes had more than 50 percent category A students (26 percent), 22 percent had over 50 percent "B" students, 7.9 percent more than 50 percent "C" students, and 12.9 percent with more than 50 percent "NP" students. Most classes then, were not comprised of a majority of students at the same language proficiency level. In fact, only three classes had 100 percent students from a single instructional needs category.

However, classes did fall into two major groupings: (1) "A, B" classes--those classes with 50 percent or more "A" students, or 50 percent or more "B" students, or 50 percent or more "A" and "B" students; (2) "C, NP" classes--those classes with 50 percent or more "C" students, or 50 percent or more "NP" students, or 50 percent or more "C" and "NP" students. Sixty-seven percent of all classes fell into the "A, B" category, and 33 percent were in the "C, NP" category. The distribution does differ slightly when all English classes are excluded; for these classes, 76 percent are "A, B" category, and 24 percent were in the "C, NP" category. Of all the English only classes, 33 percent are "A, B" and 67 percent are "C, NP" classes. Although these 33 percent "A, B" classes in which only English is used represent only nine classrooms, they point to possible deficiencies that need to be studied further. However, it must be noted that the data are unclear as to whether the limited English students (categories A, B, and C) who were observed in all English classrooms were receiving some form of bilingual services from personnel other then the teacher present at the time.

The mean percent of time that the teachers used English for the two types of classes was also calculated; the mean for the "A, B" classes was 56 percent, and that for the "C, NP" classes was 70 percent. When the all English classes were excluded, the means were 51 percent for the "A, B" classes and 63 percent for the "C, NP" classes. These rough measures of teacher language use indicate that teachers do differentiate their English language usage based on the instructional needs of their students. However, it is also apparent that varying levels of students' English language proficiency within a single classroom make it difficult for teachers to gear their language use to the needs of all students.

In order to measure the magnitude of any relationship between teacher's English language use and students' category placements, Pearson correlation coefficients were calculated for teacher's daily use of English with the percentage of students in each category per classroom. The coefficients reveal that the percentage of "A" students in a classroom was the better predictor of the amount of English used than are any of the other three categories, "B, C, or NP" (Table 13). The more "A" students per class, the less English used by the teacher. The percentage of "A" students was also the only category which had a negative relationship with the amount of English used; that is, as the percentage of students in any of the other categories increased, the amount of English language used was more likely to increase than decrease. The fact that the percentage of "A" students was more likely to influence a teacher's language

use than the percentage of any other category of students can perhaps be explained by the fact that if the students in a classroom all have the same native language background, teachers will gear their language use to that known by all students. That is, "A" students are not likely to know any English, but "NP" students may know the native language of the "A" students as well as English. Further research is needed in this area in order to determine if students instructional needs are actually being served, particularly for students in a classroom with students with different English language needs.

TABLE 13

Correlation of Instructional Category to Percent of Daily English Instructional Time

% Students in each category	% Daily English Instruction N = 131
A	-.60
B	.11
C	.28
NP	.33

Native,
English Language Proficiency

Observers also rated teachers language proficiency in both English and native language on a scale from 1 to 5. Teachers proficiency in both languages was generally rated high. The mean English rating was 4.7 and that for the native language used was 4.6. These means were relatively similar regardless of teacher experience or certification, or amount of English used in the classroom.

English Reading Groups

Almost all of the classrooms had at least one reading group in English as well as the students' home language; 6.5 percent had no English reading groups, 6.7 percent had no home language reading groups. The large majority however had three or more reading groups in both English (79 percent) and home language (68 percent).

The English language approach used in teaching English language arts in most of the classrooms was a reading series (82 percent) and TESL (68 percent).* Only 30 percent of the classrooms used the Intensive Reading Improvement Program (IRIP) service. Approximately 84 percent of the teachers charted student progress using CP/ML cards. Few used native language levels CP/ML (18 percent) while 48 percent used individual learning plans.

*Multiple responses allowed

Summary of Bilingual Teacher Questionnaire Results

A total of 419 questionnaires were returned from 93 different schools, representing a sample of more than a third of the total number of bilingual teachers and schools with bilingual programs. The majority of teachers taught in a self-contained program (59 percent), with most of the remaining teachers divided equally among team-teaching programs (14 percent), departmentalized programs (13 percent), and pull-out programs (14 percent). Only three of the total number of teachers taught in a full-day integrated program. This distribution differs from the 1978 sample in that the percentage of teachers in a team teaching program decreased by almost half from 23 percent to 14 percent. While those in self-contained models increased from 49 percent to 59 percent. Other differences cannot be ascertained since the categories used were slightly different in 1978.

Most teachers in the sample were certified at the primary (53 percent)* or intermediate levels (48 percent). Only 32 percent of the respondents were certified at the secondary level. Most of the teachers were bilingual endorsed (96 percent), and 71 percent have had three years or more of bilingual teacher experience. The mean number of years of bilingual teaching experience is 3.9.

At every level of teacher certification (primary, intermediate, secondary), two-thirds or more of the teachers had three or more years of bilingual teaching experience. Teachers in self-contained programs had the highest mean years of bilingual teaching experience (4.2), followed by teachers in departmentalized programs (3.9), team-teaching programs (3.5) and pull-out programs (3.2). The highest percentage of teachers with less than two years of bilingual experience was for those in the pull-out program (45 percent), and the lowest was for those in the self-contained program (23 percent). Thus, teachers with the most exposure of students on a daily basis were those with the most experience in bilingual teaching.

The large majority of teachers certified at the primary and intermediate levels were in the self-contained bilingual program (64 percent 63 percent respectively), compared to 38 percent of the secondary-certified teachers. A substantial number of the secondary teachers were in the departmentalized program (34 percent), with 16 percent in the pull-out and 12 percent in the team-teaching program.

*Multiple responses allowed

Language Use

Only nine percent of the teachers indicated that their weekly use of English in the classroom was less than 20 percent. The large majority of teachers (75 percent) used English at least 40 percent of the time; of those 39 percent used English at least 60 percent of the time and over a third (35 percent) used English about equally with their native language.

Teachers certified at either the primary or intermediate levels reported similar amounts of language use; over one-third used over 60 percent English, compared to 42 percent of the secondary certified respondents. The primary and intermediate teachers were more likely to use both language equally than were secondary teachers who used either slightly more or slightly less English.

Teachers with five and six-year-old students were most likely to use both languages equally. Teachers with seven to thirteen-year-old students were more apt to use slightly more English, and teachers with 14-year-olds reported using slightly more home language. Except for teachers of 14-year-olds, no more than one-third of the teachers used less than 60 percent in their classrooms.

Virtually all of the teachers rated their English language proficiency as "good" (31 percent) or "excellent" (67 percent), with the remaining two percent self-rated as "fair." Over two-thirds of the teachers rated their non-English language proficiency as "excellent" (71 percent), 27 percent as "good," and only two percent as "fair."

No major differences occured in English or native language proficiency among teachers certified at different levels. Teachers certified at the intermediate level had a slightly higher percentage rated as excellent in English (73 percent), as compared to primary certified teachers (63 percent) and secondary certified teachers (68 percent). The percentages were virtually reversed for native language proficiency, with secondary teachers having the highest percentage of excellent rating (74 percent), compared to 70 percent of primary certified teachers and 74 percent of intermediate certified teachers.

Teacher Language Proficiency and Language Use

Teachers who rated their English language proficiency as "good" were slightly less likely to use as much English in the classroom as teachers who rate their English proficiency as "excellent." Forty-five percent of the latter used English at least 60 percent of the time, compared to 31 percent of the former. However, over 70 percent of both groups used at least 40 percent English per week.

On the other hand, teachers who rated their native language proficiency as "good" were slightly more likely to use more English in the classroom than teachers who rated their native language as "excellent." Thirty-five percent of the latter used English at least 60 percent compared to 48 percent of the former. Seventy and 80 percent of the "excellent" and "good" native speakers, respectivly, used at least 40 percent English. Thus, English and native language proficiency may play some role in determining amount of classroom English use, but it is impossible to confirm such a relationship until both the English language proficiency of the students and the type of program are known. It is likely that these latter factors are critically important in determining the amount of English used in the classroom. Further investigation of these variables is needed in order to ascertain if language proficiency in either English or native language is a considerat[illegible] in the assignment of personnel to specific programs and models.

Teachers were also asked to indicate which language they were most likely to use in a particular situation, using a scale from 1 to 5, with 1 equal to "only native," and 5 equal to "only English" use. Thus, a mean greater than 3 indicates greater English use and a mean less than 3 indicates greater native language use.

The greater amount of English use was found for three commands; "asking to line up" (3.3), "telling to put things away," (3.3), and "telling to be quiet" (3.1). All of the other situations have means between two and three. The lowest means were for the teaching of subject matter; "teaching science" (2.5), "teaching social studies" (2.6), and showing a math problem (2.6), and for telling the students to get their parents permission for something (2.5). The mean of the remaining item, "telling students to pay attention," was slightly higher at 2.8.

Therefore, when teaching subject matter, teachers were somewhat more likely to use the students' native language than English, but no language was necessarily preferred for every command.

The same pattern of language use held true within categories of overall language use. The means for teachers whose English language use per week ranged between 40 and 50 percent were virtually the same as those just reported. The means were uniformly higher for teachers whose overall English language use was high (between 80 and 100 percent), and the means were uniformally lower for teachers whose overall English language use ranged between 0 and 39 percent. In other words, the differences in situational language use were similar regardless of teachers overall language use. The values of the means varied, not the pattern of differences.

Teachers were also asked to indicate on a scale from 1 to 5, how much of a problem they have had with a series of items (1 = minor problems, 5 = major problem). Table 16 displays the items in their relative order of severity.

The items that were the least problematic for teachers were "lack of teacher cooperation" and "lack of administrative support," with means of 1.8 and 1.9 respectively. The next highest means were concerned with student and classroom characteristics: "wide age range" (2.1); "student transiency" (2.4), and "class too large" (2.5). The next highest means were concerned with a wide range of issues; "lack of parent interest" (2.6); "lack of an aide" (2.6); insufficient supplies" (2.7) wide English proficiency range among students: (2.8), and "too much testing" (2.8). The two items with the highest means were "wide ability range" (3.3), and "too many questionnaires and forms" (3.5).

The four items that were most problematic then, were basically of two types: (1) student characteristics-wide ability range and wide English proficiency range; and (2) administrative tasks-too much testing and too many questionnaires and forms. The former problem is undoubtedly exacerbated by the latter. Incorporating the needs of a wide range of students is necessarily time consuming and difficult, so that any additional time spent in testing and paperwork makes these teacher jobs even more difficult.

TABLE 14. Problems Cited by Bilingual Teachers

Rank Order	Problem	
1.	Too many questionnaires	3.5
2.	Wide ability range	3.3
3.	Too much testing	2.8
4.	Wide English proficiency range	2.8
5.	Insufficient supplies	2.7
6.	Lack of an aide	2.6
7.	Lack of parent interest	2.6
8.	Class too large	2.5
9.	Student transiency	2.4
10.	Wide age range	2.1
11.	Lack of administrative support	1.9
12.	Lack of teacher cooperation	1.8

The instructional model in which the teachers worked also affected their definition of problems. Teachers in team-teaching situations cited large class size as important but were less concerned about a wide age range. Teachers in pull-out and departmentalized problems indicated that insufficient supplies were a problem of moderate concern. Those in pull-out models also cited wide age range as a difficulty more often than those in other models but were least concerned with large class size.

There were minor variations in the ratings of mean seriousness of problems among all teachers in various program model types. Overall, however, the problems most teachers encountered clustered around wide ability and English proficiency ranges and administrative tasks (questionnaires, forms, testing) apparently considered peripheral to the instructional process. To a lesser degree a lack of resources, both staff and supplies, were cited as troublesome areas.

While some of the problems cited are common to a majority of teachers throughout the school system, wide English proficiency range seems to be a problem which affects to a greater degree teachers in bilingual programs, and one which must be considered when making organizational decisions concerning bilingual education programs.

Special Projects

During Fiscal 1979 a number of special projects relevant to the Chicago public schools' program of bilingual education were carried out by the Department of Research and Evaluation. These included the translation and development of the Spanish Criterion-Referenced Tests in Mathematics, refinement of student placement procedures, updating of the longitudinal data base, the translation of the Assyrian version of the Short Tests of Linguistic Skills (STLS), and calibration of the Spanish/English version of the STLS.

The Criterion-Referenced Tests (CRTs) in Mathematics, Spanish edition, are a group of instruments which measure the terminal objectives in the Behavior Objectives for Mathematics Levels A to V - Elementary School. The Criterion-Referenced Tests in Mathematics, Spanish edition were developed in order to:

- fully implement a continuous progress/mastery learning mathematics program in the child's native langauge.
- provide a uniform method of assessing mathematics progress throughout the Spanish bilingual programs within the Chicago elementary public schools.
- assess the Spanish bilingual student's mastery of the terminal mathematics objectives.

The CRTs in Mathematics cover ten skill topics: sets, meaning of numbers, place value, operations with whole numbers, rational numbers, measurement geometry, integers, real numbers and probability and statistics.

The CRTs in Mathematics correspond to each of the thirteen mathematics levels A through V, as they appear in the mathematics curriculum guides. These objectives define skills a student should have before moving on to the next mathematics level. Although all of these objectives are considered important, a small group of terminal objectives were selected from each level, for a total of 249 terminal objectives.

The development of the Spanish CRTs in Mathematics began in Fiscal 1978 at which time the complete set of intermediate and upper level tests were translated and/or developed. However, major revisions were made in the Mathematics CRTs in English causing a complete revision of the Mathematics CPTs in Spanish. A small pilot of the topic 'Operations with Whole Numbers' Spanish edition had also revealed that the format required too much reading and would have to be changed in order to better measure the objective and the mathematics progress of the student.

During fiscal 1979 tests were written and/or translated for the primary cycle (levels A through H). In the process of writing these tests, the writers took care to assure that the English and Spanish items remained parallel, while also checking for possible cultural or linguistic bias in the items. The tests were reviewed by a panel of bilingual and mathematics educators and after some revisions the tests were approved. In fiscal 1979 the intermediate and upper cycle tests (levels J through V) were revised and many new items were generated. It is expected that the entire Mathematics CRTs in Spanish will be available for extensive field testing in Fiscal 1981.

Placement Procedures and Longitudinal Data Base

The bilingual data files were developed so that a student is added to the file when he or she enters the Chicago school system. The student is classified as to the type of instructional program that would be most appropriate to meet his or her educational needs using the entrance criteria. A profile of the educational data is printed for each student along with instructional recommendations. The file is updated monthly and students who transfer from one school to another are identified along with students who leave the system. The information on each student from a non-English background is updated from the various educational and program participation files which include the student Master File, the Standardized Achievement record file, the Title I Achievement file, the Title I Participant file, the Bilingual Achievement files, the Attitude Survey files, the Special Education file, the Minimum Proficiency file, the Bilingual Census file, and the Access to Excellence file. Data from each of these files are used to update the Bilingual data file. At the end of each year the data available for the student are combined to form a final record for the student. This file is retained as an archive for that year. The archive file is then used to evaluate a student's educational progress and his/her educational needs for the next year using the exit criteria.

Following the reevaluation of students a new record is created with the original instructional needs category, the instructional needs category from the previous year and the new instructional needs category. The most recent achievement data are also retained and additional space is allocated for recording of new data from the files listed above. The new record becomes the archive record at the end of the next year.

Following the completion of the academic year a new profile is created for each student. This is sent to the school for use in development of the student's educational program. A summary of the student's instructional needs is used to assist in the staffing and organization of the schools. The archive tapes of each year can be combined using the bilingual merge program to create a longitudinal file with up to 15 years of archive files. Selected archive years can be combined to form files of interest. The current archive data file is being revised to collect and maintain additional data requested by the Illinois State Board of Education. Previous archive files and the associated programs will be converted in FY81 to reflect the additional data requested by the state.

The Short Tests of Linguistic Skills (STLS) were developed to determine the language proficiency of bilingual students. Tests have been developed in English and 11 languages including: Arabic, Assyrian, Chinese, Greek, Italian, Japanese, Korean, Pilipino, Polish, Spanish, and Vietnamese. Spanish and Korean versions were field tested during Fiscal 1977 and 1978, an Assyrian version was completed the following year.

During 1979 the STLS results of a sample of 1000 students fluent in English and 500 students fluent in Spanish were analysed using the Rasch model, a latent trait model designed to single out items which do not fit the construct of fluency in English or in Spanish. After removing the defective items the English and Spanish subtests were calibrated. (See Appendix F)

APPENDIX

APPENDIX A

BILINGUAL PARTICIPANT FORM INSTRUCTION SUMMARY

THIS FORM MUST BE FILLED OUT FOR:

(1) ALL STUDENTS WHO WERE CLASSIFIED INTO THE BILINGUAL PROGRAM (PROFILE CATEGORY A,B OR C FOR ELEMENTARY STUDENTS AND "IN PROGRAM" FOR HIGH SCHOOL STUDENTS) WHETHER OR NOT THEY ARE CURRENTLY RECEIVING BILINGUAL OR ESL SERVICES

(2) ANY OTHER STUDENTS WHO ARE NOW RECEIVING BILINGUAL OR ESL INSTRUCTION OR TITLE VII SERVICES, REGARDLESS OF THEIR BILINGUAL PROFILE CATEGORIES

For students in a bilingual program, fill out sections A through N, P through U, and appropriate sections on the reverse side. For students receiving ESL only, fill in sections A through N, S, and U, and appropriate sections on the reverse side.

For students not in a bilingual or ESL program, fill in sections A through G1,H,I, J,U,KK, and appropriate sections on the reverse side.

IF YOU ARE USING A PREPRINTED FORM, MAKE SURE THAT THE UNIT NUMBER AND AGE CYCLE ARE CORRECT. IF THEY ARE NOT CORRECT, DESTROY THE FORM AND FILL OUT A BLANK FORM FOR THE STUDENT. IF A STUDENT IS NO LONGER ENROLLED IN YOUR SCHOOL, YOU NEED NOT FILL OUT A FORM FOR THAT STUDENT.

A. Student Identification Number. If not preprinted, enter student's eight digit number.

B. Unit Number. If preprinted, check accuracy. Fill out new form if incorrect.

C. Room-Division Number. Fill in the student's 3 digit room number. If the room number contains a letter, replace the letter with the number "9."

D. Age-Cycle. If preprinted, check accuracy. If incorrect, fill out new form. If filled out in July through December, student's age as of Dec. 1, this year. If filled out in the Spring, student's age as of Dec. 1 last year.

E. Fill in M for male or F for female.

F. Fill in place of birth for all students.

G1. If student is currently receiving bilingual or ESL services, fill in "yes" and go on to G2. If student is not receiving these services, fill in "no" and skip section G2, but complete sections H through J, U, KK, and the appropriate sections on the reverse side.

G2. If the student is receiving bilingual or ESL services fill in the appropriate circle.

H. Language Proficiency Level. Rate the student's current English language proficiency. Note that the presence of an accent which does not interfere with effective communication should not be considered in determining the student's level.

Level I. The student understands very little and produces only isolated words or phrases in English.

Level II. The student understands and can communicate in English, but with great difficulty.

Level III. The student comprehends most of what is said to her/him and communicates fairly well although her/his fluency is not comparable to that of Level IV students.

Level IV. The student comprehends and communicates adequately, but her/his fluency is not comparable to that of English speaking peers.

Level V. The student's English proficiency is equivalent to that of native English speaking peers.

I. Instructional Needs Category. Assess the student's current instructional needs.

A. Speaks and understands little or no English and needs all content area instruction in the home language.

B Speaks and understands some English, but needs about half of her/his instruction in the home language.

C Speaks and understands English well enough to participate in a classroom in which English is used most of the time; can receive almost all instruction in English.

MP The pupil's language ability is equivalent to that of native English speaking peers, and she/he can perform adequately in an all-English classroom.

PLEASE MAKE SURE THAT EACH STUDENT'S I.D. NUMBER IS CORRECTLY CODED. IF IT ISN'T, THE STUDENT WILL NOT BE INCLUDED IN YOUR SCHOOL'S TALLIES.

J. Fill in language spoken at home. A complete list of codes is in Appendix A Some commonly used codes are:

10-Arabic	21-Cantonese	03-Italian	08-Korean	04-Polish	01-Spanish
25-Assyrian	02-Greek	11-Japanese	09-Pilipino/Tagalog	07-Serbo-Croatian	34-Vietnamese

K. Fill in the month the student started in any bilingual program this year.

L. Fill in how many years the student has been in the bilingual program.

M. Fill in all that apply.

N. Fill in the average number of minutes per week of TESL instruction. If greater than 299 minutes, fill in 299.

O. Omit this section.

P. In what language is student receiving bilingual instruction? See list of codes in Appendix A.

Q. Fill in only for students in bilingual program or ESL program. If a student does not receive home language instruction every day, determine how many periods per week is received, and divide this by 5 to obtain the average number of periods per day. (English instruction includes ESL instruction) Note: The sum of the periods per day in English and home language is usually 7.

R. Enter the relevant amount of home language and English used during instruction in each of the four subject areas. Note that the amounts are ranked in 5 categories from almost all home language to almost all English language instruction.

S. If you are filling the form out in Sept. through Jan., omit this section. If filling out in the Spring, fill in the number of days present and absent as of the end of the third marking period.

T. Home Language Performance. Fill in only for students in the bilingual program. Estimate student's reading and speaking/listening performance in home language. If you don't speak the student's home language, have a bilingual teacher familiar with the student give his/her estimate. If no estimate is available, fill in "don't know."

U. The person filling out the form should sign his/her name and fill in the circle corresponding to his/her position.

TURN OVER FORM AND FILL IN APPROPRIATE SECTIONS

If the student is in elementary school, fill out sections AA through GG.

AA. Indicate student's English continuous progress reading level.
BB. Indicate student's home language continuous progress reading level.
CC. Indicate student's continuous progress math level.
DD. Indicate whether the student is in the Language in Transition program.
EE. Indicate whether the student is in any Title I Program other than Language in Transition.
FF. Indicate whether the student is enrolled in any other special reading program, (i.e., TU-READ, IRIP, etc.)
GG. Indicate whether the student or any one of his/her teachers is receiving Title VII services. Fill in all that apply.

HH. Fill in for all high school students. Indicate the student's year in school, his/her grade point average, and whether he, she has been enrolled in a reading lab at any time during this school year.

II,JJ. Fill in these sections only if the student has been assigned a special education classification whether or not they are receiving bilingual services. Determine the student's code from his/her status card or from Appendix B.

KK. Fill out only for students not receiving bilingual or ESL services. Indicate the reason student is not receiving either service and fill in all that apply. Also indicate the date the student left the program.

MAKE SURE THAT THE STUDENT'S UNIT NUMBER AND AGE CYCLE ARE CORRECTLY CODED.
PLEASE DO NOT ATTACH PAPER CLIPS, STAPLES, OR RUBBER BANDS TO THE FORMS

BILINGUAL PARTICIPANT FORM

Student's Name: School Name: Fill out sections A through J and U for all students

Please follow all instructions carefully

STUDENT ID NO.	UNIT NO.	RM/DIV	AGE CYCLE	SEX	BIRTH PLACE
				Male ○ Female ○	○ U. S. A. ○ AFRICA ○ ASIA ○ CUBA ○ EUROPE ○ MEXICO ○ MID-EAST ○ PACIFIC ISLES ○ PUERTO RICO ○ OTHER LATIN AMERICA ○ OTHER

Is the student currently receiving Bilingual Services?

Yes ○ (Go to G2)

No ○ (Fill in A-J, U and proper grids on back)

Service received (fill in one)

Fill In:

○ Bilingual A-U

○ ESL only A-O

If neither, A-J, U & KK

Rater's Evaluation of Student's Language Proficiency

Level ○ I

Level ○ II

Level ○ III

Level ○ IV

Level ○ V

Instructional Needs Category

○ A

○ B

○ C

○ NP

Primary Non-English Language at Home:	Month started in program this year:	Time in Bilingual program	Who provides the student's ESL instruction?	Average no. of minutes/week of TESL instruction	Location in TESL strand	Non-English language of instruction
	○ Sep ○ Oct ○ Nov ○ Dec ○ Jan ○ Feb ○ Mar ○ Apr ○ May ○ Jun	○ 1st yr. ○ 2nd yr. ○ 3rd yr. ○ 4th yr. ○ 5th yr. or more	○ Student does not get ESL ○ Regular teacher ○ Endorsed Bili. Teacher ○ ESL teacher ○ None of above			

Average no. of periods/day of instruction in:

English	Home language
○ 0-.9	○
○ 1-1.9	○
○ 2-2.9	○
○ 3-3.9	○
○ 4-4.9	○
○ 5-5.9	○
○ 6-6.9	○
○ 7 or more	○

Language of Instruction:

	Almost all Home lang.	½ home ½ Engl.			Almost all Engl.
Language Arts	○	○	○	○	○
Math	○	○	○	○	○
Social Studies	○	○	○	○	○
Science	○	○	○	○	○

Attendance

Days Present	Days Absent

Home Language Performance

Reading	Speaking/ Listening
○ Below age level	○
○ At age level	○
○ Above age level	○
○ Don't know	○

IMPORTANT!

Please complete all appropriate grids on the other side:

- AA-GG for all elementary students
- HH for all high school students
- II and JJ for all students with special education codes
- KK for all students not currently receiving bilingual services

Signature of person completing form: _____

Fill in only one:

○ Bil. Endorsed teacher ○ Adjustment teacher

○ ESL teacher ○ Bilingual coordinator

○ Other classroom teacher ○ Other

FILL OUT FOR ALL ELEMENTARY STUDENTS ONLY

Continuous Progress Levels

READING				MATH	
English		Home language			
A	H	A	H	A	H
B	J	B	J	B	J
C	K	C	K	C	K
D	L	D	L	D	L
E	M	E	M	E	U
F	N	F	N	F	V
G		G		G	

Is the student enrolled in the L.I.T. program? Yes ○ No ○

Is the student enrolled in any other Title I program? Yes ○ No ○

Is the student enrolled in any other special reading program? Yes ○ No ○

Title VII services (including staff development) are being received by: (Fill in all that apply)

Student ○ Teacher ○ Neither ○

Fill out for all HIGH SCHOOL Students only

Year	Grade Point Average
9 Fresh.	A ○ B
10 Soph.	C ○
11 Jr.	D ○ F
12 Sr.	

Is the student enrolled in a reading lab? Yes ○ No ○

SPECIAL EDUCATION

(Fill out ONLY if the student has been assigned a Special Education classification)

Special Ed Code

0	0
1	1
2	2
3	3
4	4
5	5
6	6
	7
	8
	9

Is the student currently receiving Special Education services? Yes ○ No ○

Is the Special Education teacher endorsed in the pupil's home language? Yes ○ No ○

Is a teacher aide available who can converse in the pupil's home language? Yes ○ No ○

OTHER CODES

0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

Fill out ONLY for Students who are not receiving bilingual or ESL services. (Fill in all that apply)

- ○ Student is no longer enrolled at this school.
- ○ Parents refused consent.
- ○ Profile indicated services are no longer needed.
- ○ Local staff feel services are no longer needed.
- ○ Student could use services, but staff is not available.
- ○ Other

DATE LEFT PROGRAM

Month		Year	
0	0	0	0
1	1	1	1
	2	2	2
	3	3	3
	4	4	4
	5		5
	6		6
	7		7
	8		8
	9	99	9

GENERAL INSTRUCTIONS

Use ONLY a soft (No. 2 or softer) black lead pencil
Fill in the desired circle completely and darkly
Erase any answer you want to change cleanly and completely

BAD MARKS ○○✓ ○✗○ ●○○ GOOD MARKS ○○● ○●○ ●○○

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NCS Trans-Optic F6050-54321
CDE FORM SILIP 778

Multilingual Census Form Instruction Summary

This form is to be filled out for all students that are new to the Chicago Public schools and are from a home where a language other than English is normally spoken.

These sections of the MCF are to be filled out FOR EVERY STUDENT: A, B, C, E, J, R, S, T, U, Y or Z, BB Fill out section P only for students currently enrolled in a bilingual program.

Fill out a blank form for the student, completing sections C, S, U, V, and X.

A. Language Proficiency Level: Note that the presence of an accent which does not interfere with effective communication should not be considered in determining the student's level.

- Level I: The student understands very little and produces only isolated words or phrases in English.
- Level II: The student understands and can communicate in English, but with great difficulty.
- Level III: The student comprehends most of what is said to him/her and communicates fairly well although his/her fluency is not comparable to that of Level IV students.
- Level IV: The student comprehends and communicates adequately, but his/her fluency is not comparable to that of native English-speaking peers.
- Level V: The student's English proficiency is equivalent to that of native English-speaking peers.

B. Proficiency Category (Instructional Needs)

- A: Speaks and understands little or no English and needs all content area instruction in home language.
- B: Speaks and understands some English but needs some instruction in home language.
- C: Speaks and understands English well enough to participate in a classroom in which only English is used.

Note that these do not correpond to the Board's bilingual profiles classifications.

C. Student's birthdate.

D&F. Omit these sections.

E. Fill in place of birth for all students.

XX, G, H, & I. Omit these sections.

J. Language spoken at home. A complete list of codes is in the Appendix A of the manual. Some commonly used codes are:

10 - Arabic 21 - Cantonese 03 - Italian 08 - Korean 04 - Polish
01 - Spanish 25 - Assyrian 02 - Greek 11 - Japanese
09 - Pilipino/Tagalog 07 - Serbo-Croatian 34 - Vietnamese

K, L, M, N, O, Q. Omit these sections.

P. Fill this out only for students in a bilingual program. Estimate, if possible, student's performance in home language.

R. Complete this section last. Instructions are on pages 14-27 of this booklet. page.

S. Student I.D. number CHECK ACCURACY of eight-digit I.D. number.

T. Special education code. Omit this section.

U. Unit number. Fill in for all students.

V, W & X. Omit these sections.

Y. Indicate continuous progress reading and math levels for elementary school students.

Z. Fill out year in school for high school students. "Evaluation" is grade point average: + is B or better, = is C and - is D or lower.

AA. Omit this section.

BB. Indicate whether the person who administered section E can speak the student's home home language.

MAKE SURE THAT THE STUDENT'S ID NUMBER AND BIRTHDAY ARE CORRECTLY CODED. PLEASE DO NOT ATTACH PAPER CLIPS, STAPLES OR RUBBER BANDS TO THE FORMS

CHICAGO ONLY - ALL OTHERS OVER

STUDENT NAME: _____

STUDENT ID NO.

SPEC. ED. CODE

UNIT NO.

RM/DIV

BIL RM

AGE CYCLE

ELEMENTARY

INST. READ (A B C D E F G H J K L M N O P)

LEVEL MATH (A B C D E F G H J K L M N O P)

HIGH SCHOOL

YEAR (9 10 11 12)

EVALUATION (+ = -)

BIL TCHR ID

CAN RATER CONVERSE IN STUDENT'S NON-ENGLISH LANGUAGE:

○ YES ○ NO

RATER'S NAME: _____ 102

POSITION _____

FILL IN FOR ALL STUDENTS

RATER'S EVALUATION OF STUDENT'S LANGUAGE PROFICIENCY

○ LEVEL I
○ LEVEL II
○ LEVEL III
○ LEVEL IV
○ LEVEL V

LANGUAGE PROFICIENCY CATEGORY

○ A ○ B ○ C

Mo. STARTED IN PROGRAM THIS SCHOOL YEAR

○ Sep. ○ Feb.
○ Oct. ○ Mar.
○ Nov. ○ Apr.
○ Dec. ○ May
○ Jan. ○ Jun.

FUNDING SOURCES

○ BOARD
○ STATE
○ TITLE VII

BIRTH DATE — MONTH (01–09) — YEAR (00–09)

ENTERED PROGRAM — MONTH (01–09) — YEAR (00–09)

BIRTH PLACE

○ U.S.A.
○ AFRICA
○ ASIA
○ CUBA
○ EUROPE
○ MEXICO
○ MID-EAST
○ PACIFIC ISLES
○ LATIN AMERICA
○ PUERTO RICO
○ OTHER _____

AGE ON ARRIVAL IN U.S.A. (00–09)

NON-ENGL. LANGUAGE OF INSTR. (00–09)

PRIMARY NON-ENGL. LANGUAGE AT HOME (00–09)

AVERAGE MINUTES PER DAY INSTRUCTION IN

ENGLISH (000–999)

NON-ENGLISH (000–999)

DAYS PRESENT DURING SCHOOL YEAR (000–999)

DAYS ABSENT DURING SCHOOL YEAR (000–999)

SEX M ○ F ○

NOT in PROGRAM ○

NOT AT ALL — PERFECTLY (0 1 2 3 4 5)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

PROGRAM MODEL (Select ONLY One)

○ PRESCHOOL
○ HALF DAY
○ HALF DAY TEAM TEACHER
○ FLEXIBLE SCHEDULE
○ JOINT SCHOOL PROGRAM
○ BILINGUAL MULTI-LEVEL
○ 90 MINUTE
○ SELF CONTAINED
○ DEPARTMENTALIZED
○ ITINERANT TEACHER
○ CLUSTER/MINI-CLUSTER
○ I.A.S.D. CENTER
○ INTEGRATED FULL DAY
○ OTHER

OTHER PROGRAMS

○ Bilingual Spec. Ed.
○ Other Special Ed.
○ LIT
○ Other TITLE I
○ Supplemental Tutoring: Bilingual
○ TESL/ESL/TESOL

HOME LANGUAGE PERFORMANCE

READING		SPEAKING/LISTENING
○	BELOW AGE LEVEL	○
○	AT AGE LEVEL	○
○	ABOVE AGE LEVEL	○
○	DON'T KNOW	○

NCS Trans-Optic F5231-5432

123

GRADE

PRE-SCHOOL ○ K ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ HS ○ 9 ○ 10 ○ 11 ○ 12

DOWNSTATE STUDENT IDENTIFICATION

DISTRICT	SCHOOL	GRD. ENT'D.	YR. ENT'D.	STUDENT #

SPECIAL CODES

DIRECTIONS

MULTILINGUAL CENSUS FORM

APPENDIX C

OBSERVER 1 2 DATE / / (mo) (day) (
3 4 5 6 7

CHICAGO BILINGUAL PROGRAMS 1978-79
CLASSROOM OBSERVATION FORM

School _____ Unit ____ 9 10 11 12 Teacher _____ / ____ 13 (I.D.) 14 15 16

Room ___ 17 18 19, Age Cycle ___ 20 21, Total time of classroom visit: ___ 22 23 24 minutes

1 - Class size -- 25-26

2 - a - Number of adults giving instruction or supervision 27
1 2 3 4+

b - Identify: (give number)
___Teacher 28
___Teacher aide 29
___Student teacher 30
___Parent 31
___Other 32 _____

3 - Program Model: (check all that apply)
___Self contained 33
___Team teaching 34
___Pull Out 35
___Departmentalized 36
___Other 37 _____

4 - Facilities: (check all that apply)
___Regular classroom 38
___Mobile classroom 39
___Conference or small room 40
___Other, non-instructional area 41
(hallway, coat room, lunchroom) 42
If other, ___1=adequate ___2=inadequate

5 - Role of Teacher Aide: (check all that apply)
___No aide present 43
___Reinforcing instruction with a group 44
___Tutoring 45
___Supervising 46
___Clerical 47
___Resource 48
___Other 49 _____

6 - Instructional Grouping: (check all that apply)
___Whole class receiving instruction 50
___Part of class receiving instruction 51
___Whole class working independently 52
___Small group working with teacher 53
___Small group working with teacher aide 54
___Other 55 _____

7 - Instructional Content: (check all that apply)
___Arithmetic 56
___Language Arts/English 57
___Language Arts/Native 58
___Science 59
___Social Studies/Skills 60
___Art, Music, Drama 61
___Physical Activity, Free Play 62

8 - Role of Teacher (check all that apply)
___Questioning, Discussing 63
___Answering, Assisting 64
___Show and Tell, Demonstrating 65
___Praising 66
___Disciplining 67
___Supervising, Directing 68
___Other 69 _____

9 - Observer's rating of time used by teacher in English and native language:
English ___% 70-72
Native ___% 73-75

10 - Percent of Students in Category:

___A 1-3
___B 4-6
___C 7-9
___NP 10-12
___Unknown 13-15

11 - Percent of daily instructional time used in each language:

16
1. ___A
2. ___B
3. ___C
4. ___None

English ___ ___ ___% 17-19
Native ___ ___ ___% 20-22
Total 100%

12 - Number of reading groups:

23 English 0 1 2 3 4 5+
24 Other 0 1 2 3 4 5+

13 - Type of Approach used in Teaching English Language Arts: (check all that apply)

___TESL 25
___Reading Series 26
___Other: 27_____

14 - Does class have a IRIP service available? 28

1-Yes 2-No

15 - Teacher keeping track of CP/ML? 29

1-Yes 2-No

16 - Teacher uses CP cards? 30

1-Yes 2-No

17 - Teacher uses native CP/ML? 31

1-Yes 2-No

18 - Teacher uses Individualized Learning Plan? 32

1-Yes 2-No

19 - Number of years (total) of teaching experience: 33

1. 1 - 2 years
2. 3 - 4 years
3. 5 - 6 years
4. 7 - 8 years
5. 9 - 10 years
6. 11 - 12 years
7. 13 - 14 years
8. 15+ years

20 - Teaching certificate: (Circle all that apply)

34 ___FTB
35 ___Regularly certified
36 ___Bilingual endorsed
37 ___Other_____

21 - Level(s) certified:

38 ___Elementary
39 ___Intermediate
40 ___Secondary

22 - Rating of Teacher's Language:

41 English 1 2 3 4 5
42 Native 1 2 3 4 5

Bilingual Education Programs 1978-79 School Unit_ _ _ _ _

Teacher Questionnaire 1-

Dear Teacher,

The data obtained from this survey will be part of the overall evaluation report which will be made available to all schools participating in bilingual education programs. Your assistance in completing this questionnaire is critical and most appreciated. Please return this to your principal or bilingual coordinator. Thank you.

Department of Research and Evaluation
Bilingual Unit, Room 215
2021 North Burling - Mail Run #32

Please fill in or circle the appropriate responses

1. In which bilingual program model do you teach? 5

   1. Self-contained
   2. Team Teaching
   3. Integrated full day
   4. Departmentalized
   5. Pull out
   6. Other (specify)_____

2. Approximately what percentage of pupils who are now in your class began in your class in September of 1978? 6

   1. 80% to 100%
   2. 60% to 79%
   3. 40% to 59%
   4. 20% to 39%
   5. 0% to 19%

3. What is the average age cycle of your pupils? 7

   1. 5 - 6 yrs.
   2. 7 yrs.
   3. 8 yrs.
   4. 9 yrs. 11
   5. 10 yrs.
   6. 11 yrs.
   7. 12 yrs.
   8. 13 yrs.
   9. 14 yrs. 15

4. How many years have you been teaching in bilingual programs? 16

   1 2 3 4 5 6 7 8 9 10+

5. For what level(s) are you certified?

   1. Primary 17
   2. Intermediate 18
   3. Secondary 19

6. Do you have a bilingual endorsement? 20

   Yes_____ No_____

7. Please list the languages you use in the classroom and give your level of proficiency in each one.

Language	Proficiency		
	Fair	Good	Excellent
21 English	1	2	3
22. _____	1	2	3

8. In the classroom, approximately what percent of time per week do you use English? 23

   1. 80% to 100%
   2. 60% to 79%
   3. 40% to 59%
   4. 20% to 39%
   5. 19% or less

9. In your experience this past year, how much of a problem have you had with the following?

	Problem				
	Minor				Major
A. Insufficient supplies	1	2	3	4	5
B. Transiency of students	1	2	3	4	5
C. Class has a wide age range	1	2	3	4	5
D. Class has a wide ability range	1	2	3	4	5
E. Class has a wide English language level range	1	2	3	4	5
F. Lack of cooperation among teachers	1	2	3	4	5
G. Lack of support of administrators	1	2	3	4	5
H. Lack of an aide	1	2	3	4	5
I. Class is too large	1	2	3	4	5
J. Parents' lack of Interest	1	2	3	4	5
K. Too much testing	1	2	3	4	5
L. Too many questionnaires and forms	1	2	3	4	5

M. Other: _____

11. What do you think could be done to make bilingual education more successful?

_____

_____

_____

_____

10. For each of the following situations please indicate which language you are most likely to use with your class (use the key below to answer items A through H).

Key:
1. only native
2. mainly native
3. both languages equally
4. mainly English
5. only English

A. Asking pupils to line up to go to lunch.
1 2 3 4 5

B. Telling pupils to put their things away and prepare for dismissal.
1 2 3 4 5

C. Telling the class to be quiet.
1 2 3 4 5

D. Telling pupils that they should get their parents' written permission to go on a class trip.
1 2 3 4 5

E. Asking the pupils to pay attention to an announcement over the PA.
1 2 3 4 5

F. Showing the class how to do a math problem.
1 2 3 4 5

G. Teaching Social Studies
1 2 3 4 5

H. Teaching Science
1 2 3 4 5

12. What do you think is the most important goal of bilingual education?

_____

_____

_____

_____

APPENDIX E

Criterion-Referenced Tests

Objetivos Terminales
Nivel A

Los alumnos:

1a-A-3	Seleccionarán el conjunto con el mayor número de elementos, dado dos conjuntos, uno de los conjuntos con dos o tres miembros, el otro de ocho a diez miembros.
1a-A-5	Podrán decir si el número de objetos en un conjunto es "más que," "menos que," "igual que," el número de objetos en el otro conjunto, dado dos conjuntos.
1a-A-7	Seleccionarán el numeral que nombra el número de cada conjunto, dado un conjunto de objetos, de uno hasta cuatro.
1a-A-9	Asignarán el numeral "o" al conjunto sin miembros.
1a-A-10	Identificarán el primero, el segundo, y el tercero en la serie, dada una serie de objetos.
3-A-1	Unirán los conjuntos y nombrarán el número de objetos en el conjunto nuevo, dados dos conjuntos de objetos que hacen un total de no más de cuatro.
3-A-2	Suprimirán un número especificado de objetos dado un conjunto de cuatro o menos objetos.
4-A-3	Identificarán y nombrarán cada parte como un cuarto, dada una unidad entera que ha sido dividida en cuatro partes congruentes.
5-A-4	Determinarán si la longitud de dos objetos es la misma o distinta.
6-A-1	Identificarán y nombrarán cada uno, dadas varias muestras de círculos, triángulos, rectángulos, y cuadrados.

El Maestro dice: Mira la hilera con la estrella. ¿Cuál de los conjuntos(grupos) tiene más miembros, el conjunto de perros o el conjunto de conejitos? Haz una "X" sobre el conjunto que tiene más miembros.

Mira la hilera con el corazón. ¿Cuál de los conjuntos tiene más miembros, el conjunto de los autos o el conjunto de los camiones? Haz una "X" sobre el conjunto que tiene más miembros.

Mira la hilera con la manzana. ¿Cuál de los conjuntos tiene más miembros, el conjunto de los árboles o el conjunto de las casas? Haz una "X" sobre el conjunto que tiene más miembros.

Mira la hilera con la taza. ¿Cuál de los conjuntos tiene más miembros, el conjunto de libros o el conjunto de lápices. Haz una "X" sobre el conjunto que tiene más miembros.

Mira la hilera con la flor. ¿Cuál de los conjuntos tiene más miembros, el conjunto de los zapatos o el conjunto de las gorras(cachuchas)? Haz una "X" sobre el conjunto que tiene más miembros.

CLAVE DE RESPUESTAS

1) X sobre el conjunto de perros

2) X sobre el conjunto de camiones

3) X sobre el conjunto de árboles

4) X sobre el conjunto de lápices

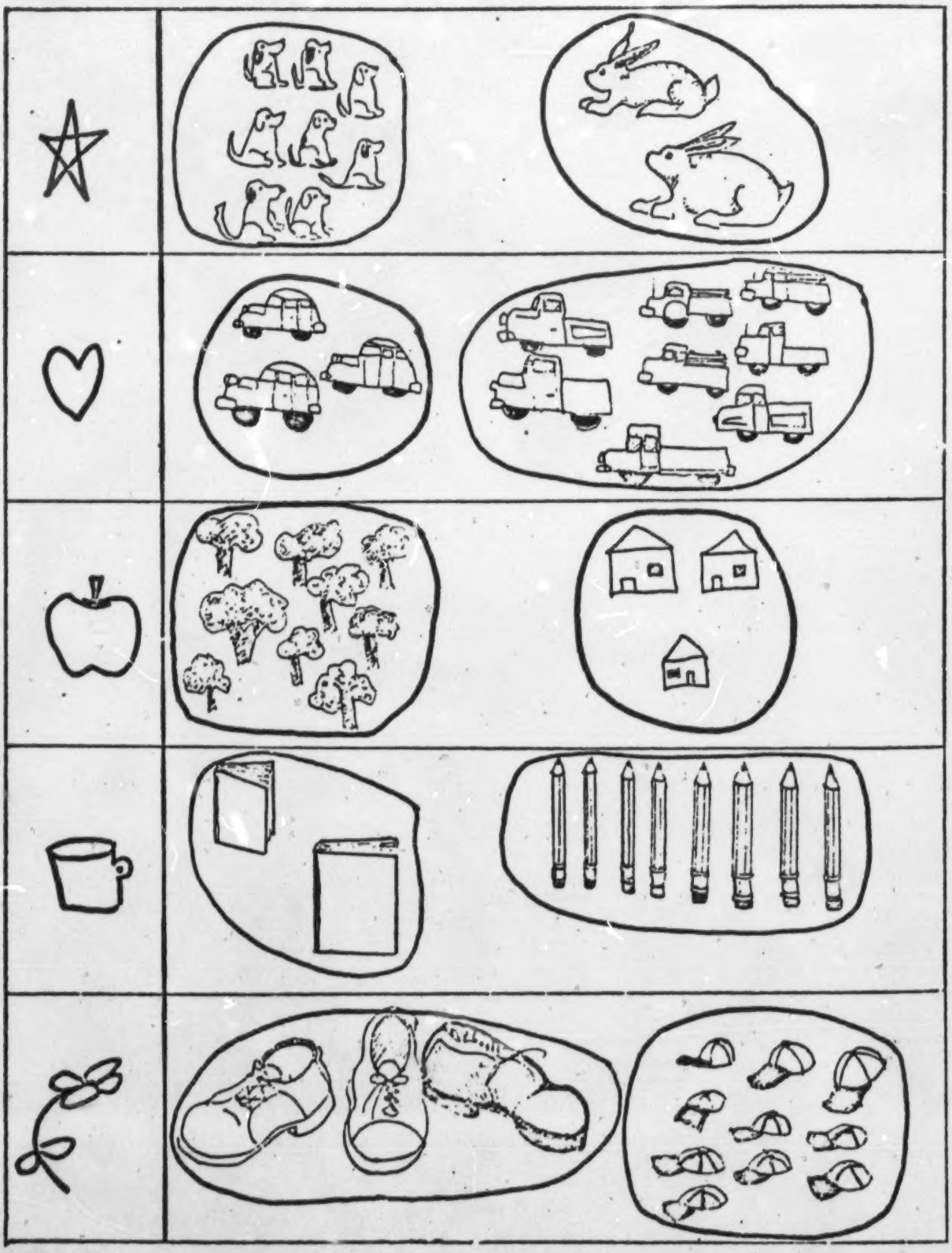
5) X sobre el conjunto de gorras

Objetivos

Seleccionarán el conjunto con el número mayor, dado dos conjuntos, uno de los conjuntos con dos o tres miembros, el otro de ocho a diez miembros.

Criterion-Referenced Tests
Department of Research and Evaluation
Board of Education of the City of Chicago, Chicago, Illinois

Nombre _____ Fecha _____ 1a-A-3(a)



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APPENDIX F

The "Short Tests of Linguistic Skills" and Their Calibration[1]

The Short Tests of Linguistic Skills (STLS) (1976) were developed by the Chicago Board of Education to help the teacher determine language dominance of Spanish bilingual children ages 8-13. The STLS battery consists of two parallel tests, the English test and the Spanish test. Each test is divided into four subtests: listening, reading, writing and speaking, with 20 items in each subtest. Some of the items were multiple choice, with the number of choices ranging from two to four; others are scored as right or wrong by the examiner.

One of the two goals of the tests is to determine the level of English proficiency of the student. If the student knows enough English we do not need to investigate further. The other goal is to determine the level of Spanish proficiency which will help us determine the student's placement in a bilingual program, once the English test has established that need. In this paper it will be shown how bad items can be weeded out through the use of Rasch model technique. Using the same technique of the remaining pool of items develop two sets of calibrations will be developed, one for the English tests and the other for the Spanish test.

1. Item Calibration and the Rasch Model

The technique for norming is based on the Rasch model. The Rasch model is based on some common sense conditions:

1. The test is measuring performance on a single underlying trait or ability.
2. A more able student always has a better chance of success on an item than does a less able student.
3. Any student has a better chance of success on an easy item than on a difficult one.

From these conditions it follows that a student's likelihood of success on an item is a consequence of the student's ability and the item's difficulty. Rasch's stochastic response model describes the probability of a successful outcome of a person on an item only as a function of the student's ability and the item's difficulty. Item difficulties can be estimated independently of the student's abilities, thus making the concept of a norming sample irrelevant. The tests of item fit which are the basis for item selection are sensitive to high discrimination as well as to low, and so lead to the selection of those items which form a consistent definition of the trait and to the rejection of exceptional items.

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[1] Agrawal, Khazan C. "The 'Short Tests of Linguistic Skills' and Their Calibration." TESOL Quarterly, vol. 13, No. 2, June, 1979, pp. 185-208.

Wright and Mead (1976) have developed a computer program BICAL, based on the Rasch model, which produces estimates of item difficulties and ability scores, as well as a test of fit of individual items. Items that do not fit well are dropped and the remaining pool is recalibrated. The process is repeated until one has a homogeneous set of items that represent the construct being measured.

2. Sampling Considerations

In order to minimize the proportion of students that might have guessed the answers, we use those students who are relatively fluent in English for the English test, and those primarily Spanish-speaking for the Spanish test. Students with teachers' ratings of 5 and 6 (on a scale of 1 to 6) on English fluency are used in our calibration. We also limit our sample to those students who scored above a certain number, another way of ensuring that responses are close to students' abilities and guessing is minimal. As pointed out, no separate calibration for different age groups is necessary; the sample we have chosen is drawn across all age levels (8-13) to which the test is applicable.

3. Calibrating the English Test

We started out with a sample of 1000 students from English fluency categories 5 and 6, and performed Rasch analysis on the English test items using the BICAL program of Wright and Meade. Students with numerous missing scores were dropped. Analyses using different cut-off points (minimum and maximum acceptable scores) were attempted, to obtain optimal conditions to test the fit. Also separate Rasch analyses were carried out on the four subtests of Listening, Reading, Writing and Speaking. All the analyses were in general agreement as to the items that did not fit well.

Dropping some misfitting items resulted in a battery that measured the construct of English Proficiency fairly well. The final battery on which our calibration is based draws from all four subtests. The analyses also suggested areas of the test and cluster of items, which were subsequently dropped, that did not conceptually measure the construct being measured. In the following pages we briefly discuss those parts of the subtests from which items have been dropped and the reasons why. The reader should look at the items in the test (Table 1) while reading this section. The explanations are by no means exhaustive; on the contrary, they are merely the most simple and obvious. Table 1 gives a brief sketch of the test along with the correct responses where possible for quick reference.

4. Items Dropped from Calibration

English Listening, Part A: Items 1, 2 and 5.

Here the tester reads a word and the students check the word they think was said. These items are heavy on problematic sounds, and their mastery does not necessarily mean proficiency in the language or vice versa. Some testers themselves might have idiosyncrasies in pronouncing these words, making the students' task more difficult.

ENGLISH LISTENING, PART C. This part is loaded with factual questions that might have more to do with general knowledge than with knowledge of English.

ENGLISH READING, PART A: ITEM 1. This question is too easy, and discriminates poorly between people with good and poor English proficiency.

ENGLISH READING, PART C: ITEMS 13, 14 AND 15. Questions 13 and 15 deal with mathematical ability; fluency in English will be of very little help in solving the problem, e.g., counting each person mentioned in the paragraph or calculating the number of months elapsed. In question 14, identification of April with Spring is a culturally bound phenomenon and might not be a measure of English proficiency. Questions 13-14 do not fit the construct.

ENGLISH WRITING, PART A: ITEMS 1, 3 AND 5. Knowledge of difficult spelling is not an index of one's knowledge of English. Questions 1, 3 and 5 fall into a "somewhat difficult" category.

ENGLISH WRITING, PART B: ITEMS 1, 2 AND 3. These items are quite easy. It appears that students with lower ability are doing as well as or better than more advanced groups who might tend to become careless about easy items. These items might also be measuring some ability not confined to English proficiency. In any case, they do not fit well in the construct.

5. Calibrating the Spanish Test

For the Spanish test we choose a sample of 500 from the English proficiency category 1, i.e., primarily Spanish-speaking students. As with the English sample, this sample was drawn randomly from all age groups. Rasch analysis was performed using the BICAL program. Only a small number of items were found to be misfits in the construct of Spanish proficiency; they were dropped and the analysis was repeated until a good fit was obtained.

The dropped items are discussed below, followed by a brief layout of the Spanish test in Table 2 (Pp. 198-206).[3]

The items on which the Spanish test is calibrated are in Appendix C; the conversion table for raw score from these items to ability scores is in Appendix D.

6. Items Dropped from Calibration

SPANISH LISTENING, PART A: ITEMS 1, 2. Students who in general have more knowledge of Spanish seem to do poorly on these items; they do not, therefore, belong in the construct.

[3]For the complete test the reader is referred to the SHORT TESTS OF LINGUISTIC SKILLS (1976a, 1976b).

SPANISH LISTENING, PART C: ITEMS 12, 14. For item 12 a student's knowledge of arithmetic is more important than his/here knowledge of Spanish. Item 14 has a cultural bias and, therefore, does not fit in the construct of Spanish proficiency.

SPANISH READING, PART D: ITEM 19. This is a bad item; there is no clear right answer and knowledge of Spanish will not help.

SPANISH WRITING, PART A: ITEM 2. This is a tricky spelling item; knowledge of this word does not have much to do with knowledge of good Spanish.

Table 1

The English Test

English Listening, Part A

Students darken the circle in front of the word they hear said.

X	1.	○ yet	● jet	○ get
X	2.	○ pest	○ best	● vest
	3.	● bet	○ bait	○ bat
	4.	○ bus	○ bust	● buzz
X	5.	● ship	○ chip	○ zip

English Listening, Part B

Students write the words/phrases (shown) read to them.

6. Will	① ⑥
7. Jam	① ⑥
8. At the table	① ⑥
9. A spoonful of sugar	① ⑥
10. There is no such thing	① ⑥

APPENDIX II

Title VII Evaluation Report

Bilingual Reinforcement and Enrichment Learning Program

Inservice Program

Fiscal 1979

Department of Research, Evaluation

and Long Range Planning

July, 1980

An ESEA Title VII Bilingual Reinforcement and Enrichment Learning Program inservice was held in November 1979 for ESEA Title VII staff, that is, bilingual resource specialists, bilingual teacher aides and bilingual school-community representatives. This inservice was designed to familiarize the staff with the ESEA Title VII goals and guidelines and to enhance the staff's ability to meet the needs of the Title VII students.

Questionnaires were administered to those who participated in the inservice. These questionnaires were used to evaluate the effectiveness of the inservice program and to discover the staff development needs of the bilingual teacher aides.

Questionnaire Results

The results of each day's inservices are listed in Appendix I with the table number corresponding to the day of the inservice. Each inservice segment on a particular day was rated as: very helpful, adequate, or not helpful. Responses are further broken down by the participants' title: Resource Specialist, Teacher Aide, or School-Community Representative.

All aspects of the first day's inservice were rated "very helpful" by a majority of all types of participants. School-community representatives (S.C.R.'s) were most positive toward the inservice while the teacher aides had the greatest percentage of "adequate" responses. The "Human Relations Activity" received the highest percentage of "very helpful" ratings, while the "Overview of the Inservice" was rated lowest. No respondent from any group rated any aspect of the first day's inservice as "not helpful." (See Table 1 for details.)

The second day's inservice was rated "very helpful" in all categories by a majority from each group. Again, teacher aides were slightly less positive toward the inservice than the other groups. The "Ancillary Services/Staff Development" session was rated least positive while all other aspects of the second day inservice received a nearly equal percentage of "very helpful" ratings. None of these sessions were rated as "not helpful" by any group. (See Table II.)

The third day's inservice received the lowest rating of the six inservices, although a majority of most groups rated most sessions "very helpful." The S.C.R.'s again had the most positive responses while teacher aides had the least positive responses. The highest rated third-day session was the "Position Workshop" while the session entitled "Value Development and Positive Attitudes of Learner" received the lowest percentage of the "very helpful" ratings. Three teacher aides rated this session as "not helpful." (See Table III.)

The fourth day's inservice had all but one session rated as "very helpful" by a majority of all participating groups. Teacher aides were the least positive group. The session related to "Development of Self-Concept and Self-Esteem" received the least positive responses with less than 60 percent of all respondents rating it as "very helpful." The "First Afternoon Workshop" and the "Development/Concept of Learning Packet" sessions were rated more positively than the other fourth-day sessions. (See Table IV.)

All sessions of the fifth-day inservice were rated "very helpful" by a majority of all groups. No particular group or session varies significantly in the ratings, although the resource specialists were the most enthusiastic about the fifth-day inservice. (See Table V.)

The sixth day's inservice was rated "very helpful" in all categories by a a majority from each group. Again, teacher aides were slightly less positive toward the inservice than the other groups. The "Ancillary Services/Staff rated three of their four sessions as "very helpful." As a group, teacher aides had the greatest percentage of "adequate" ratings for the sixth-day sessions. (See Table VI.)

The results of the questionnaire items concerning the staff development needs of the bilingual teacher aides are located in Appendix II. Ninety-four percent of the teacher aides had completed high school or some years of college. Although only nine percent of the teacher aides were currently enrolled in college courses, fifty-nine percent of them intended to participate in the Title VII-funded college program. Fifty-four percent stated they would take courses during the following year. However, thirty-one percent of the bilingual teacher aides did not know what college courses they would take. The remaining teacher aides did specify in which courses they would enroll. The two courses most frequently selected for study for both the Title VII-funded college program and courses not funded by Title VII were English and mathematics. Analogously, when asked which topics they would like to see included in future inservices, teacher aides choose mathematics (sixteen percent) and English (twelve percent) most often. These results were to be expected given that the teacher aides felt their primary responsibilities included reinforcing students' basic skills such as English and mathematics.

Summary and Conclusions

The overall results of the Inservice Questionnaire show a vast majority of the participants found most sessions "very helpful." As a group, school-community representatives were most positive about the inservice while teacher aides were least positive. Teacher aides rated the third day's inservice lowest, but it received a high rating from S.C.R.'s. The first, second and fifth inservices received slightly higher ratings than the remaining inservices. The low number of resource specialists prevent drawing definitive conclusions about the group. Their general responses were between the most positive S.C.R.'s and the least positive teacher aides. However, the resource specialists were the most positive group at the fifth inservice. The bilingual teacher aides desired more staff development, particularly in the areas of English and mathematics since their primary responsibility was reinforcing Title VII students' basic skills.

Future inservices might consider including bilingual teachers and other bilingual staff on a voluntary basis. The high ratings of these inservices show that they might be beneficial to a larger audience.

INSERVICE: DAY I

Table IA

Session: Overview of ESEA Title VII Programs for Fiscal 1979

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	11	100	-	-	-	-
Teacher Aides	31	72	12	28	-	-
Resource Specialists	1	100	-	-	-	-

Table IB

Session: Overview of the Two-week Inservice

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	9	82	2	18	-	-
Teacher Aides	22	51	21	49	-	-
Resource Specialists	-	-	1	100	-	-

Table IC

Session: Human Relations Activity

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	10	91	1	9	-	-
Teacher Aides	41	95	2	5	-	-
Resource Specialists	1	100	-	-	-	-

Table ID

Session: The Principles of Prejudice

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	11	100	-	-	-	-
Teacher Aides	37	86	6	14	-	-
Resource Specialists	1	100	-	-	-	-

Table IE

Session: Bilingual Education in Chicago

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	11	100	-	-	-	-
Teacher Aides	34	79	9	21	-	-
Resource Specialists	1	100	-	-	-	-

INSERVICE: DAY II

Table IIA

Session: Board of Education Continuous Progress

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	13	81	3	19	-	-
Teacher Aides	33	73	12	27	-	-
Resource Specialists	1	100	-	-	-	-

Table IIB

Session: Ancillary Services/Staff Development

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	13	91	3	19	-	-
Teacher Aides	29	64	16	36	-	-
Resource Specialists	1	100	-	-	-	-

Table IIC

Session: Special Needs of Bilingual Students

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	15	94	1	6	-	-
Teacher Aides	39	87	6	13	-	-
Resource Specialists	1	100	-	-	-	-

Table IID

Session: The Principles of Prejudice

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	15	94	1	6	-	-
Teacher Aides	37	83	8	18	-	-
Resource Specialists	1	100	-	-	-	-

INSERVICE: DAY II

Table IIE

Session: Team Members Interrelationships

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	14	88	5	12	-	-
Teacher Aides	37	82	8	18	-	-
Resource Specialists	1	100	-	-	-	-

Table IIF

Session: Concept/Approaches to Team Development

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	14	88	2	12	-	-
Teacher Aides	40	89	5	11	-	-
Resource Specialists	1	100	-	-	-	-

Table IIG

Session: Support Services Available to Teams

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	15	94	1	6	-	-
Teacher Aides	36	80	9	20	-	-
Resource Specialists	1	100	-	-	-	-

INSERVICE: DAY III

Table IIIA

Session: Individual Assessment Techniques

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	14	88	2	12	-	-
Teacher Aides	33	72	13	28	-	-
Resource Specialists	1	100	-	-	-	-

Table IIIB

Session: Evaluation Instruments for ESEA Title VII Programs

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	13	81	3	19	-	-
Teacher Aides	25	56	19	43	-	-
Resource Specialists	-	-	1	100	-	-

Table IIIC

Session: Human Relations Activity

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	16	100	-	-	-	-
Teacher Aides	37	81	8	18	-	-
Resource Specialists	1	100	-	-	-	-

Table IIID

Session: Value Development and Positive Attitudes of Learner

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	16	100	-	-	-	-
Teacher Aides	31	69	10	23	3	8
Resource Specialists	-	-	1	100	-	-

Table IIIE

Session: Position Workshop

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	16	100	-	-	-	-
Teacher Aides	38	90	4	10	-	-
Resource Specialists	1	100	-	-	-	-

INSERVICE: DAY IV

Table IVA

Session: Role of Team in School

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	11	85	2	15	-	-
Teacher Aides	54	86	7	12	1	2
Resource Specialists	2	100	-	-	-	-

Table IVB

Session: Development of Self-Esteem, Self-Concept

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	10	77	3	23	-	-
Teacher Aides	40	64	17	27	6	9
Resource Specialists	1	50	-	-	1	50

Table IVC

Session: Development/Content of Learning Packet

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	13	100	-	-	-	-
Teacher Aides	50	83	10	17	-	-
Resource Specialists	1	50	1	50	-	-

Table IVD

Session: Interrelationship of Student Profiles, Grouping for Instruction

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	10	100	-	-	-	-
Teacher Aides	48	80	10	18	1	2
Resource Specialists	1	100	-	-	-	-

INSERVICE: DAY IV

Table IVE

Session: First Workshop

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	13	100	-	-	-	-
Teacher Aides	53	85	8	13	1	2
Resource Specialists	2	100	-	-	-	-

Table IVF

Session: Second Workshop

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	13	100	-	-	-	-
Teacher Aides	56	91	4	7	1	2
Resource Specialists	2	100	-	-	-	-

INSERVICE: DAY V

Table VA

Session: Overview of ESEA Title VII Programs for Fiscal 1979

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	14	88	1	6	1	6
Teacher Aides	28	93	1	3	1	3
Resource Specialists	2	100	-	-	-	-

Table VB

Session: Assertiveness Training II

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	14	88	2	12	-	-
Teacher Aides	30	100	-	-	-	-
Resource Specialists	2	100	-	-	-	-

Table VC

Session: Position Workshop

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	15	100	-	-	-	-
Teacher Aides	26	89	3	11	-	-
Resource Specialists	2	100	-	-	-	-

Table VD

Session: Dealing with the Individual Child

	Very Helpful		Adequate		Not Helpful	
	N	%	N	%	N	%
Group:						
SCRs	15	100	-	-	-	-
Teacher Aides	27	92	2	7	-	-
Resource Specialists	2	100	-	-	-	-

INSERVICE: DAY VI

Table VIA - SCRs Only

Sessions:	Very Helpful N	Very Helpful %	Adequate N	Adequate %	Not Helpful N	Not Helpful %
Community Services and Resources	16	100	-	-	-	-
Board of Education Services and Resources	16	100	-	-	-	-
Record Keeping and Follow-Up	13	93	1	7	-	-
Development of Community Activities	15	100	-	-	-	-

Table VIB - Teacher Aides Only

Sessions:	Very Helpful N	Very Helpful %	Adequate N	Adequate %	Not Helpful N	Not Helpful %
Individualized/Small-Group Instruction Techniques	43	88	6	12	-	-
Instruction Materials Demonstration	44	86	7	14	-	-
Review of Learning Expectations	39	80	10	20	-	-

Table VIC - Resource Specialists Only

Session:	Very Helpful N	Very Helpful %	Adequate N	Adequate %	Not Helpful N	Not Helpful %
Examination of Materials	3	75	-	-	1	25
Teacher Demonstration Techniques	5	83	1	17	-	-

Results of Inservice Questionnaire
Given to Title VII Teacher Aides
November, 1979

A. Sex	N
Female	71
Male	8
NR	1
	80

B. Schooling	N
1-8	2
9-12	51
13	5
14	12
15	1
16	4
NR	5
	80

C. Do you intend to participate in the Title VII funded college program?

Yes	59
No	13
Do not know	28
(N = 80)	100%

D. Do you intend to take courses during the next 10 months?

Yes	54
No	8
Not sure	38
(N = 80)	100%

E. Are you enrolled in a college program now?

Yes	9
No	91
(N = 80)	100%

F. College courses teacher aides would like to take under Title VII funded college program:

English	19
Math	15
Education	7
Child development	7
Spanish	6
Social Studies	5
General Studies	3
Reading	3
Other	4
Not sure	31
(N = 125)	100%

G. College courses teacher aides would like to take during the next 10 months:

English	10
Math	12
Education	7
Child development	8
Spanish	4
Social Studies	3
General Studies	3
Reading	5
Other	8
Not sure	40
(N = 102)	100%

H. What topics would you like included in future inservice activities?

Math	16
English TESL	10
Teaching Methods	5
Social Studies	5
Art, mustic	5
Duties of Aides	4
Child development	4
Science	3
Assertiveness training	3
Ethnic Studies	3
Other	19
Not Sure	23
(N = 97)	100%

I. Primary responsibility:

Help the children learn	37
Teach reinforce English reading	13
Tutoring	12
Teaching Math	9
Being a good aide	12
Awareness of child's needs	5
Reinforcing basics	2
Prepare & maintain materials	2
Motivate child	2
Help the teacher	2
Other	4
(N = 122)	100%

APPENDIX III

Title VII Reinforcement and Enrichment Program

Summary of April 1979 Evaluation Survey

Preliminary Report

Submitted by:

John W. Wick

Department of Research and Evaluation

Board of Education of City of Chicago

May 1979

Introduction

In April 1979 a survey was sent by the Department of Research and Evaluation to all schools participating in the Title VII Reinforcement and Enrichment Program. Twenty seven administrators, 23 Resource Specialists, 22 School Community Representatives (SCR) and 60 Teacher Aides returned the questionnaires. The responses were compiled and are included in the tables in this report. A summary of the most frequent responses preceeds these tables. A final report will contain an analysis of the data and conclusions.

Table 1

Administrator's Responses to Questions:

#1. What changes would you like to see in order to improve this Title VII program for next year?

N = 27 Response = 45

Frequency	Response
10	Expand programs to all bilingual classes (more Aides); include kindergarten and 7th and 8th grades.
6	Initiate program in September (program began too late in FY1979).
6	Better selection of qualified personnel. Aides should be interviewed by principal before they are employed. Aide should be selected from community.
4	Guidelines should be clear, and not depend on the interpretation of the auditors; should be available before program starts.
4	Have a full RT and SCR rather than ½ unit.
2	All personnel need pre service (some staff hired after the pre service). Include cooperating teachers in the inservice (in late summer).
2	The Resource Teacher should also be able to spend time teaching, in addition to coordination responsibilities. Reevaluate need for RS (conflicts with teacher-teacher aide relationship on needs and grouping).
2	Increasc SCR services Rewrite SCR positions to include helping classroom teacher
1	Schools should be given a choice of models (eg extra aides in lieu of the resource teacher).
1	Expand the services the Aides may perform.
1	Aides should be allocated according to their training and area of expertise.
1	In addition to the RS have a professional work with the Aides
1	Improve communication between schools and Central Office Staff (eg. meetings abruptly called and cancelled without notice).
1	Need clerical help for bilingual programs.
1	Teacher Aide Inservice should be on a regular basis throughout the year (by Districts).
1	Select students more according to need than number.
1	Introduce a parent component.

Table 2

Administrator's Responses to Questions:

#2. In what way has this program benefited the target classrooms?

N = 27 Response = 40

Frequency	Response
10	Greater opportunity for individualized instructions
5	Helps improve basic skills
5	Reinforces instruction. Extra tutoring gives additional time on task.
4	Teachers have been helped a great deal. Improved adult-student ratio and interaction.
4	Extra materials has assisted instruction. Materials selected for the tutored students helps motivation.
3	Has instilled some self confidence in student. Improved attitudes
3	Parents have become more involved in education of their children thru SCR visits. SCR, visiting homes decreased absenteeism.
2	R. Specialist has greatly helped the quality of inservice and instructional packet construction
1	Opportunity to have a concept explained in the pupil's native language
1	Team teaching approach has been aided
1	Help students who have special problems
1	Early diagnosis of learning needs

Table 3

Administrator's Responses to Questions:

#3. List the major problems you have encountered in implementing this program.

N = 27 Response = 47

Frequency	Response
11	Ambiguity of implementation procedures and program guidelines. Guidelines introduced after scheduling was done; program initiated piecemeal. Late assignment of Aides and personnel procedures.
7	Lack of equipment (blackboards, table, chair) and materials. Delays in receiving materials. Too much time spent re-ordering of supplies.
5	Scheduling of Aides. Aides should work under classroom teacher rather than RS. Confusion of Aide's role.
4	Role of Resource Teacher not well defined
4	Lack of qualified personnel. Uneven assignment of personnel.
3	Lack of space
3	R.S. and SCR split between 2 schools
2	Lack of adequately trained resource teachers
2	Little time to provide inservice for classroom teacher
2	Need more time to train Aides
1	Short notice of inservices
1	Communications between RS and classroom teacher
1	Aides' absenteeism
1	Insufficient clerical help

Table 4

Administrator's Responses to Questions:

#4. How were the classes selected for this program

N = 27 Responses = 32

Frequency	Response
20	Student need
4	Willingness of teacher participation
4	All bilingual classes are participating
2	Evident need for parent involvement
1	Number of teacher aides available
1	Best use of Aide's talent

Table 5

Resource Specialist's Responses to Question:

1. What changes would you like to see in order to improve the program?

N = 23 Response = 67

Frequency	Response
1	Assign team to only one school
8	Inservice early in year (include classroom teachers).
6	Teacher Aides should work with only 1 classroom per school semester.
5	Materials should be at school before program starts.
4	More help from program administrators (better communication)
3	Employ more competent aides with some training in tutoring.
3	Space needed for the Resource Specialist to work.
2	Restrict Aides' work to tutoring and preparing own material.
2	More support for SCR
2	Better communication among staff
2	Include a bilingual nurse with the team
2	More and better inservices
1	Special budget for supplies and materials to be used by R.S.
1	Appoint personnel at beginning of school year.
1	Schedule duties for Teachers, and Aides
1	Clarify job description of Aides
1	Assign more teacher aides; more parent involvement
1	Have a prep. period for the Aides
1	Limited the number of subjects to be tutored
1	Have resource specialist teach also
1	Do not schedule more than one inservice during a week
1	Redefine role of R.S.
1	Input from teachers concerning willingness to participate
1	Begin program in Sept.

Table 6

Resource Specialist's Responses to Question:

#2. In what ways has this program benefited the target classrooms?

N = 27 Response = 59

Frequency	Response
10	Greatly assisted the work of the classroom teacher
10	Students receive more individualized instruction
10	Improve basic skills
9	Reinforcement helps students
4	Better and more meaningful instruction have been the result of conferences between R.S. Teachers and Aides
4	Provides supplementary instructional materials
4	More personalized instruction
2	Increased attendance, more interest in school
2	Parents noted positive change in child's attitude toward school
1	Teachers have become more aware of student needs
1	Record keeping and monitoring of student program benefit learning
1	Parent involvement increased
1	Exposure to another way of learning (ie. small groups)

Table 7

Resource Specialist's Responses to Question:

#3. What do you think should be the main responsibilities of the resource specialist?

N = 27 Response = 68

Frequency	Response
10	Instruct Aides (tutors) in learning activities, instructional methods, technique of tutoring, and how to work with small groups.
7	Prepare(make) materials for pupil activities; instruct Aides in the use of materials
7	Conduct sessions of Aides and Teachers to discuss lesson plans and instructional methodology
6	Maintain and build up a resource library; select materials
6	Observe aides and monitor their effectiveness, use of materials and interaction with students
6	Keep up to date records of students' progress
6	Group and schedule students according to need and ability
4	Periodically demonstrate a lesson for the aides
3	Be an integral part of the instructional process; includes teaching
3	Visit Teacher Centers to learn techniques of making materials; act as a bridge between teacher centers and school
2	Establish and maintain a pleasant working relationship with the school's administration and faculty
2	Help design learning strategies for students in consultation with teachers and other resource personnel in the schools
1	Consult with classroom teachers to work up objectives and time lines for tutoring
1	Assist SCR and confer on student-parent concerns
1	Be aware of new methods of presenting content and inform teachers and aides of these
1	Serve as a liaison between school and community
1	Inform teachers of student progress
1	Program management - scheduling, order supplies, consult with teacher, work with SCR

Table 8

Resource Specialist's Response to Question:

#4. What kind of support have the following given the program:

N = 23

	Excellent	Good	Fair	Poor	NA or NR
Administration	12	6	2	2	1
Bilingual Coordinator	11	5	1	2	4
Teacher(to which Aides were assigned)	11	5	3	2	2
Teacher Aides	11	6	4	1	1
Title VII Central Office and District Staff	7	9	3	1	3

Table 9

Resource Specialist Response to Questions #5 Are you Satisfied With The Classes Selected for This Program?

N = 22 Response = 22

Frequency	Response
16	Yes
6	No;
	Reasons why not:
	2 - Teachers should have a voice in whether or not they wish to participate.
	2 - Include K and some ESL classes
	1 - Need more classes
	1 - Teacher Aide split between units
	1 - Difficult to work in 2 schools

Table 10

Resource Specialists Responses to Question: #6
How would you evaluate the following inservice activities?

(N=22)

Those organized by your school:

Frequency	
3	Excellent
9	Good
5	Fair
3	Poor
2	NA

Those organized by the Central and District offices

Frequency	
5	Excellent
13	Good
3	Fair
1	Poor

Table

SCR Responses to Question:

#2. What do you think should be the main responsibilities of the SCR?

N = 22 Response = 35

Frequency	Response
13	Serve as a liaison person between the school administration and community in order to provide right information to both parties
5	Work closely and cooperatively with the parent-teacher of Title VII students
4	Have activities for parents to get involved in the school
3	Help parents with the problems of attendance, tardiness, health of their children
2	Keep good account of what is going on with each one of the students, in order to be able to inform their parents
2	To refer parents to organizations which are able to provide aid for particular needs
1	To find out with the teachers, if the children in Title VII are learning more with this new program
1	Stress the importance of the bilingual program in the schools
1	Cooperating with the truant officer and Social Worker
1	Work with Title VII students only
1	Submit a monthly report of activities to the district Superintendent with copies to the administrator
1	Work closely and cooperatively with local and city-wide ESEA Title VII Bilingual Advisory Council

Table 14

SCR Responses to Question:

#3. List the mayor problems you have encountered in carrying out your duties.

N = 22 Response = 27

Frequency	Response
5	Lack of participation of parents in school meetings and activities
5	Does not face a major problem yet
3	Going alone to dangerous areas
2	Have to pay my own transportation when visiting homes
1	Be treated as an adult
2	Two schools too much for one person to service'
1	No interest shown by administrator
1	Too much records keeping
1	Little concern some Parents have for the education of their children
1	Too many duties: supervise out-door duties, teacher's relief period, lunchroom supervision, so there is not enough time for home visits
1	Parents do not give right telephone numbers, and new address
1	No answer
1	A place to work
1	SCR should be informed of existing social agencies available to be able to help parents
1	Information concerning meetings is late

Table 15

Teacher Aide Questionnaire

#1. What changes would you like to see, in order to improve this program for next year?

N = 50 Response = 73

Frequency	Response
12	A room to teach the students in other than the regular classroom, so pupils will not be distracted
9	More space and better materials to work with
5	Charts and materials should be available to teacher aides at the beginning of the school year
5	Workshop announcement should be scheduled ahead of time
5	Title VII team: resource teacher, SCR, teacher aides should be assigned to one school only
4	Salary increase
3	More workshops in subjects such as: math, TESL and Spanish
3	No duties or shorter duty hours
2	Specific schedule of duties for teacher aides in the classroom
2	Certification of Bilingual Teacher Aides: must have 2 years college educ.
2	Have cooperation from the classroom teachers and other aides
2	Teacher aides should be assigned to one classroom only (daily)
2	Less pull-out program not every day
2	Program should start in September, so that it will be much easier for principals, teachers, and student to accept the program
2	Not enough time to help the slow children
2	Spend more time with teaching of academic subjects, rather than other tasks,
2	Like program the way it is
1	Work directly with Title VII program students
1	Program coordinators should get involved more in the program to provide better materials
1	To include kindergarten pupils in the program so that language problem will be less in the later grades
1	Selection of students for the Title VII-ESEA program should be planned together with school staff and the principal, to insure that the pupils selected need help

Table 16

Teacher Aide Questionnaire

#2. In what way has this program benefited the target classrooms?

N = 60 Response = 73

Frequency	Response
25	It gives more individual attention to each child
12	It helps children to improve and master their language and reading skills and math skills
11	Has helped the students to catch up on their work (especially the slow learner)
9	It has allowed sufficient time for the bilingual teacher to cope with so many levels, different background of children, and enforced discipline in the room.
4	Help in major areas of study through the tutoring program
2	The program enables the teacher to know the instructional level of the child
2	It has provided the children with different kinds of material to work with
2	It has provided a better understanding between pupils and teachers
2	Reinforced the learning of their native language
2	Has created interest in learning games amoung children because of small group
1	By having an aide working close with the children
1	Through the program students have developed more self-confidence

Table 17

Teacher Aide Questionnaire

#3. What do you think should be the main responsibilities of the teacher aide?

N = 60 Response = 74

Frequency	Response
19	Tutoring students in English/native language and in math.
5	Help children who are behind in their reading and writing skills in Spanish and English. Helps them improve in math skills
4	Prepare materials, collect and distribute materials and maintain these materials in best possible condition and escort students to and from group sessions.
4	Assist the teacher and provide special assistance to the students
3	Work directly with the children that need the most help.
3	Reinforce what the teacher has taught. Give a better explanation to the pupils
2	Work very close with the students that have the lowest level and grade
1	Work together with resource teacher to help children improve their skills and master all objectives.
1	Work with the children and help them better understand themself.
1	Reinforce the classroom teacher's instruction.
1	See that the child is prepared and the teacher aide should be prepared for any emergencies that may arise.
1	To be a very good friend of the child.
1	Give a better explanation to the pupils
1	Make sure that a child gets involve in something.
1	Outside duty, stay with the children as much as possible.
1	Teacher aide should provide that extra attention and encouragement that a teacher with a full class cannot provide
1	Teach in English
1	Attending to her particular students or groups, to be prepared at all time, and organize logs, skills, attend inservices.

Table 17 (Cont.)

Teacher Aide Questionnaire

#3. (Cont.)

N = 60 Response 74

Frequency	Response
1	Bring the child up to level in math, reading English/native language
1	To be punctual enthusiastic and hard worker and to get acquainted with all new and best methods of teaching.
1	Reinforce students in their native language
1	Teach the children to read and get them more interested
1	Help the students in any academic or personal problem.
1	To be just with the children she has been given, try to work hard with them.
1	Get kids motivated
1	School duties and lesson planning

Table 18

Teacher Aide Questionnaire

#4. List the major problems you have encountered in carrying out your duties.

N = 60 Response = 82

Frequency	Response
19	No major problems
17	Not enough supplies and materials
12	There is too much work: Lesson Plans, prepare materials, recess duty, cafeteria duty, hall duty, tutoring and teaching no preparation period.
6	Not enough space available to work (working in closets, hallways.)
3	No support from the classroom teacher
3	Resource Teacher late in coming
3	No program developed for the children, detail schedule
3	More time is needed to be dedicated to the slow students.
2	Assigning duties that are not my responsibilities according to guidelines
2	Too much noise and interruptions
2	Running off dittos
1	Working without materials
1	No time for working on your personal projects (lessons, dittos, logs) prepare material
1	Have to buy own supplies and materials
1	Substituting for absent teacher
1	Other teacher aides from the school resent us
1	Being confused as a teacher aide and not as a tutoring aide.
1	Being put in a non-bilingual room
1	Interruptions and disturbances out in the hall
1	Pulling out children from receiving Title VII services and put in another program.
1	Having many persons telling me what to do

Summary

A - Changes desired to improve program:

Administrators:

1 - Expand programs
2 - Better selection of personnel; principal should interview aide, aide should be selected from the community.
3 - Initiate program in September
4 - Guidelines should be more clear.

Resource Specialists:

1 - Assign team to one school
2 - Inservice early in year, include classroom teacher
3 - Aides should work with one classroom per semester
4 - Materials should be at school before program starts
5 - More communication with administrators.

SCR:

1 - Work in one school

Aides:

1 - A room to tutor students (separate from classrooms)
2 - Better materials
3 - Notification of inservices should be done with sufficient lead time.
4 - Resource unit should be assigned to one school

B - Ways the program has been beneficial

Administrators:

1 - Opportunity for individualized instruction
2 - Improvement of basic skills
3 - Additional time on task
4 - Improved adult-student interaction
5 - Materials helped pupil motivation

Resource Specialists:

1 - Assisted the classroom teacher
2 - Students receive more individualized instruction
3 - More personalized and meaningful instruction
4 - Improvement of basic skills
5 - Opportunity for reinforcement of skills

Aides:

1 - More individualized attention to pupil
2 - Helps pupils to improve and master basic skills
3 - Helps slow learners catch up on their work
4 - Help teachers cope with many levels of students

C - Main problems encountered

Administrators:

1 - Ambiguity of guidelines and procedures; late assignment of personnel.
2 - Delays in receiving materials; need to reorder supplies
3 - Confusion of Aides role; Aides should work under classroom teacher

4 - Role of Resource Teacher not well defined
5 - Lack of qualified personnel; uneven assignment of personnel

Resource Specialists:

1 - Receiving materials late
2 - Lack of space for RS and Aides to work
3 - Communication with teachers
4 - Working in two schools
5 - Fragmentation of programs

SCR:

1 - Lack of participation of parents in activities
2 - Going alone to dangerous areas

Aides:

1 - Not enough supplies and materials
2 - Too many duties
3 - Lack of space

D - Resource Specialists' Perception of their Role

1 - Instruct aides in learning strategies and tutoring
2 - Prepare materials and instruct aides in their use
3 - Help Teachers and Aides in preparing lesson plans
4 - Maintain and build up a resource library
5 - Monitor Aides
6 - Keep records of student progress
7 - Schedule students according to need and ability
8 - Demonstrate lessons for aides
9 - Be an integral part of the instructional process; teach

E - Aides' Perception of their Role

1 - Tutoring students in English/native language and math
2 - Help students who are behind
3 - Prepare materials
4 - Assist the teacher and provide assistance to students
5 - Work directly with the student
6 - Reinforce what the teacher has taught

F - SCR's Perception of their Role

1 - Serve as a liaison between school and community
2 - Work with parents and teachers
3 - Plan school activities for parents
4 - Help parents with the problems of attendance, tardiness, and health of children.